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ABSTRACT

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for primary social studies. (CK)

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TM 001 987

PRIMARY SOCIAL STUDIES
BEHAVIORAL OBJECTIVES AND TEST ITEMS

EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project
administered by
Downers Grove, Illinois
School District 99

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	Lang. Arts	Math.	Soc. Stud.	Science
Primary			X	
Intermediate				
Junior High				
High School				

ED 066503

PRIMARY SOCIAL STUDIES

BEHAVIORAL OBJECTIVES AND TEST ITEMS

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Evaluation for Individualized Instruction Project

AN ESEA TITLE III PROJECT

Administered

by

Downers Grove Public School District 99

BEHAVIORAL OBJECTIVE - TEST ITEM BANK

BACKGROUND

The Evaluation for Individualized Instruction Project, an ESEA Title III project administered by the Downers Grove, Illinois, School District 99, has developed an Objective-Item Bank covering sixteen sectors of four subject areas in each of four grade levels.

Subject Area

	LA	MA	SS	SC
1	11	12	13	14
2	21	22	23	24
3	31	32	33	34
4	41	42	43	44

LA = Language Arts
MA = Math
SS = Social Studies
SC = Science

1 = Primary
2 = Intermediate
3 = Junior High
4 = High School

Nearly 5000 behavioral objectives and over 27,000 test items based on these objectives were recently published as the culmination of this three-year project. The complete output of seventeen volumes totals over 4500 pages. These publications have been reproduced by the Institute for Educational Research to make them available at cost to teachers and administrators.

The objectives and items were written by over 300 elementary and secondary teachers, representing forty Chicago suburban school districts, who participated in workshops of three to nine weeks duration throughout the project. In these workshops they learned to write effective behavioral objectives and test items based on the objectives. The results of their work were edited for content and measurement quality to compile the largest pool of objectives and test items ever assembled.

PRINCIPLES AND MERITS

Unfortunately, the Objective-Item Bank is often viewed mainly as a source of test items. Although this is an important function, its greatest potential impact lies not in the availability of a multitude of test items, but rather in the ability of these items to measure carefully selected educational goals.

The almost frenetic search for test items on the part of some educators has been spurred by the current emphasis on measurement. Some educators have become so enamored with measurement that they seem more interested in obtaining a numerical index than examining what they are really trying to measure. Further, it is

not unusual for teachers to speak about a child obtaining a score of 95% on a particular test. Frequently, they encounter considerable difficulty in interpreting the real meaning of a score and are content to just accept its numeral value. A much more important question would seem to be: What are our goals of measurement? Unless we can answer this question precisely, the only real purpose that testing serves is to gather data concerning pupils to facilitate the marking of report cards. This is not to say that this function is not legitimate - it is rather to say that such a view of measurement is much too constricting. The goal of measurement should be to provide feedback both to the teacher and the child regarding the success or failure of the learning experiences in realizing specifically stated objectives.

One of the main strengths of the EII Objective and Item Bank is that all the items are directly tied to specifically stated objectives. Each group of items is designed to measure a specific objective and therefore provides the means whereby the teacher can obtain feedback on the success of the educational program.

It is disheartening to observe so many districts attacking the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The Objective-Item Bank offers a possible alternative to this duplication. Utilizing its resources, the curriculum committee is provided with some point of departure. The efforts of three hundred teachers participating in the Evaluation Project's workshops and the thoughts of forty districts can be evaluated and utilized. This is not to suggest that any set of objectives should be viewed as the "answer" to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrust within the individual district. The words of Sir Isaac Newton seem appropriate; "If I have seen further, it is by standing upon the shoulder of giants." The efforts of others, whether we consider them giant-like or pygmyish, do offer a threshold to view the immense, complicated problem of curricular development in better perspective.

The title of an article in a recent educational journal, "If You're Not Sure Where You're Going, You're Liable to End up Someplace Else," succinctly describes a continuing dilemma in our educational system. The vagueness of our goals often promotes the idea that "anything goes." Without a guiding hand many classrooms become activity-centered rather than goal-oriented. One educator recently compared the all-too-typical classroom with Henry Ford's observation concerning history. He defined history as, "One damned thing after another." Is this true of the succession of activities within our classrooms? Does the teacher really know the educational purpose of each activity? Perhaps, even more importantly, do the children know the purpose?

The Objective-Item Bank offers a mechanism to assist teachers in stating more specifically the goals of their instructional program and further provides the means to determine the extent to which the objectives are accomplished. The specification of goals assists the teacher in discovering whether favored activities advance learning, or are merely time fillers; whether they get the "materials" across, or are merely perfunctory exercises.

Much discussion has been devoted to the topic of "why individualized instruction?" and occasionally some dialogue has even centered on the "how." But an even more basic question is one that is often ignored: "Individualize what?"

Many school districts mention their individualized programs in reading or mathematics. What is individualized within these programs? Are certain skills definitely identified? Is the practice of pretesting to determine the child's level of proficiency when he enters the program a guideline?

The Objective-Item Bank has two potential contributions to make to all school districts embarking on or presently engaged in individualized instruction programs. These contributions are: 1. A group of well-specified objectives which could form the "what" of the program. 2. A set of items designed to provide information on the degree of mastery of the objective.

APPLICATIONS AND TECHNIQUES

The versatility of the Objective-Item Bank is evident in the value and usability by both teachers and administrators.

To the Administration the Objective-Item Bank:

1. Provides an initial starting point for curriculum development. The existence of many objectives avoids the necessity of each district duplicating the efforts of another. The task of the curriculum committee becomes one of selecting and/or rejecting objectives from the Objective - Item Bank and then supplementing them with objectives developed at the local level. Past-participants of the Evaluation Project workshops would be valuable resource people in this endeavor.

2. Provides the instrumentation for program evaluation. The selection of items from those objectives representative of the main emphases of the local district provides the framework for the evaluation of the stated goals.

To the Teacher the Objective-Item Bank:

1. Provides the pooling of talent and imagination of teachers of varied experience and interests, thus avoiding the present duplication of effort.

2. Provides resources for more highly sensitized program evaluation instead of a battery of standardized tests. Since the objectives are tailored to the program, the associated test items can be used to determine precisely the efficacy of the instructional materials.

3. Provides the means whereby the teacher can become more acutely aware of that which he is seeking to have occur in his classroom and that which he will accept as evidence of its occurrence. Hopefully, as teachers become more aware of their goals, they will share these

objectives with children and let the pupils become acutely aware of that which is expected of them, ergo allowing them to seek their own modality of instruction for the realization of the stated goals.

4. Provides the nucleus of an individualized instruction program.

   a. It provides for more precise curriculum planning by differentiating those goals specific to each grade and even to each student. With the bank at their disposal, teachers are encouraged to become aware of their responsibilities in developing a set of basic objectives which every child must attain and a further set which can be pursued according to the students' abilities and interests.

   b. It provides several items per objective, some of which may be used as a pre-test to discover whether a student should undertake that objective while the remainder may be employed to measure the mastery of those students who do tackle the objective.

NOTES

Several of the volumes have been reproduced from punched cards by the IBM 407, a machine which does not print all characters exactly as they appear on a typewriter. Thus:

% is actually (

¤ is actually)

0 is actually ? or !

Apostrophes cannot be printed.

The number immediately after the statement of each objective represents the number of items measuring attainment of that objective.

Information on the EII publications or purchase requests can be directed to:

INSTITUTE FOR EDUCATIONAL RESEARCH
1400 West Maple Avenue
Downers Grove, Illinois 60515

1. SOCIAL STUDIES TERMINOLOGY

THE STUDENT IS ABLE TO RECALL THE DEFINITION OF LAND FORMS BY SELECTING THE CORRECT GEOGRAPHICAL MEANING FOR EACH FORM. %1□ 0012

THE WORD CONTINENT MEANS 1300052

**A. A VERY LARGE PIECE OF LAND. 1300052
B. A COUNTRY, LIKE THE UNITED STATES. 1300052
C. A STATE, LIKE ILLINOIS. 1300052

****

THE STUDENT IS ABLE TO CORRELATE GEOGRAPHICAL TERMS WITH DEFINITIONS. BY MATCHING GIVEN DEFINITIONS OF LAND AND WATER FORMS WITH GIVEN TERMS. %11□ 0019

USING THE LISTS BELOW, MATCH EACH WORD IN THE LIST TO ITS MEANING.

A. OCEAN 1300079
B. LAKE 1300079
C. BAY 1300079
D. RIVER 1300079

A LARGE MOVING STREAM OF WATER*D 1300079

PART OF A SEA, WHICH FLOWS INTO A COAST*C 1300081

THE LARGEST BODY OF SALT WATER *A 1300082

A. COAST 1300083
B. ISLAND 1300083
C. CONTINENT 1300083

THE LARGEST BODY OF LAND ON EARTH *C 1300083

A BODY OF LAND WITH WATER AROUND IT *B 1300084

A PLACE WHERE LAND AND OCEAN MEET *A [illegible]

A. MOUNTAINS 1300086
B. PLATEAUS 1300086
C. PLAINS 1300086
D. VALLEYS 1300086

LOWLANDS BETWEEN HIGHER HILLS *D 1300086

HIGH, ROCKY HILLS *A 1300087

****

THE PUPIL WILL DEMONSTRATE HIS ABILITY TO IDENTIFY TYPES OF INTERACTIONS BY CORRECTLY CLASSIFYING GIVEN SITUATIONS. %12□ 0020

READ THE FOUR WAYS PEOPLE INTERACT. AS YOU READ EACH QUESTION BELOW, CHOOSE WHICH *KIND* OF INTERACTION IS TAKING PLACE.

A. PEOPLE SPEAK, WAVE, CLAP, SMILE OR SHAKE HANDS.
B. PEOPLE WORK WITH EACH OTHER.
C. PEOPLE HAVE JOBS THAT HELP OTHERS IN NEED.
D. PEOPLE PLAY GAMES WITH EACH OTHER.

A FIRE STARTED IN THE BAKERY SHOP ON MAIN STREET. FIREMEN AND POLICEMEN RUSHED TO THE FIRE. THEY SAVED THREE BOYS AND TWO WOMEN. *C — 1300097 1300097 1300097

JAMES BOUGHT A TICKET TO SEE THE CARTOONS AT THE MOVIES. HE GAVE HIS TICKET TO THE USHER. JAMES ASKED HIM IF THE FIRST CARTOON HAD STARTED YET. THE USHER SMILED AND TOLD HIM HE HAD COME IN TIME. *A — 1300098 1300098 1300098

BILLY ASKED DON TO COME OVER TO HIS HOUSE TO PLAY FOOTBALL AFTER SCHOOL. IT STARTED TO RAIN. THEY DIDN'T FINISH THEIR GAME. *D — 1300100 1300100

THE PATROL BOY WAITED FOR ALL THE CARS TO GO PAST HIS CORNER. THEN HE LET THE CHILDREN CROSS THE STREET. *B — 1300102 1300102

JOHN SHOOK HANDS WITH MR. JONES. HE WAS GLAD TO MEET HIS NEW TEACHER. *A — 1300103 1300103

THE NURSE HANDED THE CHART TO DR. DOIL. *B — 1300104

TWO MEN CARRIED THE BRICKS TO THE TRUCK. *B — 1300105

PAM'S DOG WAS SICK. HER MOTHER CALLED THE ANIMAL DOCTOR. HE CAME TO THE HOUSE AND GAVE THE DOG A SHOT. SOON, THE DOG WAS MUCH BETTER. *C — 1300106 1300106 1300106

AT THE LAST TEAM GAME, TOMMY BROKE HIS LEG SLIDING INTO HOME PLATE. A NURSE AND A DOCTOR TOOK HIM TO THE HOSPITAL. THEY PUT HIS LEG IN A CAST. *C — 1300107 1300107 1300107

THREE BOYS WENT TO TRY OUT FOR THE SCHOOL PLAY. THEY ACTED OUT THEIR PARTS. THE BOYS WERE GOOD ACTORS. *A — 1300108 1300108

LINDA WAS HIDING BEHIND THE APPLE TREE IN HER BACK YARD. JOAN AND MARY WERE TRYING TO FIND HER. *D — 1300109 1300109

DAVID WROTE A WORD ON THE BLACKBOARD. THE CLASS HAD TO MIX UP THE LETTERS TO SPELL AS MANY WORDS AS THEY COULD. *D — 1300110 1300110

****

THE STUDENT CAN DISTINGUISH SITUATIONS WHICH REFLECT SOCIAL INTERACTIONS AMONG PEOPLE. BY IDENTIFYING GESTURES OR ACTIVITIES WHERE SOCIAL INTERACTIONS OCCUR. %7n — 0022

IN EACH PROBLEM, CHOOSE THE ANSWER THAT SHOWS *INTERACTION* IS TAKING PLACE. CIRCLE THE LETTER NEXT TO YOUR ANSWER.

*A. TALKING WITH NANCY — 1300122
B. THINKING OF SUMMERTIME — 1300122
C. SLEEPING IN A TENT — 1300122

A. LOOKING AT THE TREES
B. STANDING IN THE PARK
*C. FIGHTING WITH TOM

A. DREAMING OF CANDY
*B. WAVING TO SAM
C. LISTENING TO THE RADIO

*A. HELPING AUNT BETTY
B. WATCHING A MOVIE
C. WALKING TO SCHOOL

A. DOING SPELLING HOMEWORK
B. BAKING CUPCAKES
*C. SHAKING HANDS WITH PAUL

A. HOPING FOR SNOW
B. RIDING A PONY
*C. BUYING A GIFT

A. PICKING SOME FLOWERS
*B. BRUSHING MARY'S HAIR
C. PLAYING THE PIANO

****

GIVEN A SERIES OF SITUATIONS, THE STUDENT CAN SELECT THE SITUATION WHICH IS A SOCIAL INTERACTION AND THEN IDENTIFY THE FORM IT TAKES. %14□

READ EACH QUESTION. FIRST, CHOOSE ONE ANSWER THAT SHOWS *INTERACTION*. CIRCLE THE LETTER NEXT TO YOUR ANSWER. SECOND, USING THE LIST BELOW, CHOOSE WHAT *KIND* OF INTERACTION IS TAKING PLACE. CIRCLE THE LETTER YOU CHOOSE.
A. INTERACTION THROUGH WORKING
B. INTERACTION THROUGH PLAYING
C. INTERACTION THROUGH SPEAKING
D. INTERACTION THROUGH HELPING
E. INTERACTION THROUGH GESTURING

INTERACTION TAKES PLACE WHEN YOU ARE
A. PAINTING A PICTURE.
*B. ANSWERING THE TELEPHONE.
C. TYING YOUR SHOES.

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF
*A. *C*.
B. *B*.
C. *E*.

INTERACTION TAKES PLACE WHEN YOU ARE
*A. WRITING A LETTER TO UNCLE BOB.
B. BUILDING A BIRDHOUSE.
C. SINGING FOUR SONGS.

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF
A. *B*.
B. *E*.
*C. *C*.

INTERACTION TAKES PLACE WHEN YOU ARE
A. MAKING A TOY PLANE.

```
  B. SMILING IN THE MIRROR.                                          1300133
 *C. PLAYING A BASEBALL GAME.                                        1300133

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF                             1300134
 *A. *B*.                                                            1300134
  B. *C*.                                                            1300134
  C. *E*.                                                            1300134

INTERACTION TAKES PLACE WHEN YOU ARE                                 1300135
  A. GOING FOR A WALK.                                               1300135
 *B. CALLING TOM TO DINNER.                                          1300135
  C. RUNNING DOWN THE STREET.                                        1300135

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF                             1300136
 *A. *C*.                                                            1300136
  B. *A*.                                                            1300136
  C. *B*.                                                            1300136

INTERACTION TAKES PLACE WHEN YOU ARE                                 1300137
 *A. VISITING FRIENDS AFTER SCHOOL.                                  1300137
  B. CATCHING BUTTERFLIES IN THE PARK.                               1300137
  C. FINDING SEASHELLS AT THE BEACH.                                 1300137

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF                             1300138
  A. *D*.                                                            1300138
  B. *A*.                                                            1300138
 *C. *B*.                                                            1300138

INTERACTION TAKES PLACE WHEN YOU ARE                                 1300139
 *A. ACTING IN A SCHOOL PLAY.                                        1300139
  B. RIDING A BICYCLE.                                               1300139
  C. WASHING YOUR HANDS.                                             1300139

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF                             1300140
 *A. *B*.                                                            1300140
  B. *D*.                                                            1300140
  C. *E*.                                                            1300140

INTERACTION TAKES PLACE WHEN YOU ARE                                 1300141
  A. JUMPING OVER THE FENCE.                                         1300141
  B. CLIMBING UP A HILL.                                             1300141
 *C. SMILING AT THE CLOWN.                                           1300141

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF                             1300142
  A. *B*.                                                            1300142
 *B. *E*.                                                            1300142
  C. *A*.                                                            1300142

INTERACTION TAKES PLACE WHEN YOU ARE                                 1300143
  A. THROWING A BALL UP AND DOWN.                                    1300143
 *B. WAVING AT THE MAILMAN.                                          1300143
  C. FLYING A NEW KITE.                                              1300143

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF                             1300144
 *A. *E*.                                                            1300144
  B. *D*.                                                            1300144
  C. *C*.                                                            1300144

INTERACTION TAKES PLACE WHEN YOU ARE                                 1300145
 *A. WINNING A RUNNING RACE.                                         1300145
  B. WAVING YOUR HANDS.                                              1300145
```

C. SWINGING ON A SWING.

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF
*A. *B*.
B. *C*
C. *E*.

****

THE STUDENT CAN CORRELATE PEOPLE WITH THE PLACES THEY WOULD PROBABLY INTERACT, BY MATCHING DIFFERENT PEOPLE WITH THE LOCATION OF THEIR RESPECTIVE JOBS. %10□ 0024

READ THE LIST OF WORDS BELOW. READ EACH PROBLEM. MATCH THE PERSON FROM THE LIST, WITH THE PLACE HE WOULD MOST LIKELY WORK.

A. MAYOR
B. PILOT
C. WAITER
D. SECRETARY
E. MAILMAN

OFFICE *D

AIRPORT *B

CITY HALL *A

RESTAURANT *C

POST OFFICE *E

A. FARMER
B. TELLER
C. CHIEF
D. PRINCIPAL
E. SCIENTIST

BANK *B

FIRE STATION *C

LABORATORY *E

SCHOOL *D

RURAL COMMUNITY *A

****

THE STUDENT CAN CORRELATE SPECIFIC OBJECTS USED BY DIFFERENT PEOPLE IN THEIR INTERACTIONS, BY MATCHING A GIVEN LIST OF OBJECTS WITH A GIVEN LIST OF PEOPLE. %10□ 0025

READ THE LIST OF WORDS BELOW. READ EACH PROBLEM. MATCH THE OBJECT TO THE PERSON THAT WOULD MOST LIKELY USE IT.

A. CHALK
B. BATON
C. COMPASS
D. SCALE

```
   C. HAMMER                                                          1300167
CARPENTER *E                                                          1300167
BAND LEADER  *B                                                       1300168
BOY SCOUT  *C                                                         1300169
GROCER  *D                                                            1300170
TEACHER  *A                                                           1300171
   A. HANDCUFFS                                                       1300172
   B. CAMERA                                                          1300172
   C. BOWL                                                            1300172
   D. TELESCOPE                                                       1300172
   E. X-RAYS                                                          1300172
COOK  *C                                                              1300172
SCIENTIST  *D                                                         1300173
PHOTOGRAPHER  *B                                                      1300174
DENTIST  *E                                                           1300175
POLICEMAN  *A                                                         1300176
**************************************************************************

THE CHILD WILL DEMONSTRATE HIS KNOWLEDGE OF THE TERM "BARTER" BY          0046
SELECTING SITUATIONS IN WHICH PEOPLE EXCHANGE WHAT THEY HAVE TO
GET WHAT THEY NEED OR WANT. %2¤

IF YOU HAVE A KITE YOUR FRIEND LIKES AND YOUR FRIEND HAS A BALL       1300352
YOU LIKE. HOW COULD YOU GET HIS BALL TO KEEP WITHOUT TAKING IT?       1300352
 *A. TRADE YOUR KITE FOR THE BALL                                     1300352
  B. BUY A BALL LIKE HIS                                              1300352
  C. BORROW IT FROM HIM                                               1300352

WHY DO WE USE MONEY TO GET WHAT WE NEED INSTEAD OF EXCHANGING         1300356
THINGS WITH OUR NEIGHBORS?                                            1300356
 *A. MONEY IS EASIER TO USE                                           1300356
  B. MONEY IS ALL WE HAVE                                             1300356
  C. MONEY IS WORTH MORE THAN ANYTHING WE WOULD TRADE                 1300356
**************************************************************************

THE STUDENT SHOWS HIS KNOWLEDGE OF THE CONCEPT THAT MORE FREE
TIME IS A RESULT OF %1¤ DIVISION OF LABOR AND %2¤ INCREASED USE
OF MODERN MACHINES, BY SELECTING A REASON WHY A FAMILY WAS ABLE
TO FIND TIME FOR LEISURE ACTIVITIES. %3¤

TEACHER READS ORALLY.

WHILE MOTHER WAS PUTTING THE DISHES IN THE DISHWASHER, FATHER         1400342
MOWED THE GRASS WITH HIS NEW LAWNMOWER. JANE VACUUMED THE DINING      1400342
ROOM. IN JUST 20 MINUTES, THEY WERE READY TO GO TO THE ZOO.           1400342
                                                                      1400342
THIS FAMILY HAD LEISURE TIME TO GO TO THE ZOO BECAUSE                 1400342
```

A. THE MACHINES MADE THE WORK FUN. 1400342
*B. THE MACHINES MADE THE WORK GO FASTER. 1400342
C. THE MACHINES MADE THE WORK HARD. 1400342

HANNAH'S FAMILY WANTED TO GO TO A SQUARE DANCE. BUT MANY THINGS 1400343
NEEDED TO BE DONE. SO THEY ALL DECIDED TO WORK VERY HARD THAT 1400343
DAY AND PERHAPS THEY WOULD BE ABLE TO GO. FATHER PLOWED THE 1400343
FIELD. MOTHER MADE BUTTER, SOAP, AND SOUP. JOHN FED ALL THE 1400343
ANIMALS AND MILKED THE COWS. GRANDMOTHER FINISHED WEAVING THE 1400343
CLOTH FOR FATHER'S PANTS. FINALLY ALL THE CHORES WERE DONE AND 1400343
THERE WAS STILL SOME TIME LEFT TO SQUARE DANCE AT THE NEIGHBORS. 1400343
1400343
THIS FAMILY HAD SOME LEISURE TIME TO GO TO THE SQUARE DANCE 1400343
BECAUSE 1400343
A. THEY WERE A BIG FAMILY. 1400343
B. THEY LIKED TO WORK HARD. 1400343
*C. THEY ALL HELPED AND WORKED HARD. 1400343

IT WAS TIME TO HARVEST THE WHEAT. FATHER CUT THE WHEAT. MOTHER 1400344
TIED IT INTO BUNDLES TO DRY. SALLY CARRIED FOOD AND WATER TO THE 1400344
HELPERS IN THE FIELD. WHEN THE WORK WAS DONE THEY SAT IN FRONT OF 1400344
THE FIRE AND SANG SONGS AND TOLD STORIES. 1400344
1400344
THIS FAMILY HAD LEISURE TIME TO SING SONGS AND TELL STORIES 1400344
BECAUSE 1400344
A. SHARING THE WORK WAS A LOT OF FUN. 1400344
*B. SHARING THE WORK HELPED TO GET IT DONE. 1400344
C. SHARING THE WORK MADE EVERYONE TIRED. 1400344

****

THE STUDENT SHOWS HIS ABILITY TO TRANSLATE A FAMILIAR ECONOMIC TERM INTO A SITUATION THAT ILLUSTRATES IT BY IDENTIFYING ACTIVITIES OF A CONSUMER AND A PRODUCER. %14

FIND A PERSON THAT IS CONSUMING SOMETHING. 1400205
*A. A BOY DRINKING MILK. 1400205
B. A GIRL SLEEPING. 1400205
C. A BABY CRYING. 1400205

FIND A PERSON PRODUCING SOMETHING. 1400206
A. A MAN WALKING HOME. 1400206
*B. A MOTHER COOKING FISH. 1400206
C. A BOY RIDING A BIKE. 1400206

FIND A FAMILY PRODUCING AND CONSUMING SOMETHING. 1400207
A. A FAMILY EATING ICE CREAM. 1400207
B. A FAMILY RIDING IN THE CAR. 1400207
*C. A FAMILY PAINTING A DOG HOUSE. 1400207

FIND A FATHER WHO IS PRODUCING. 1400208
*A. A FATHER CUTTING GRASS. 1400208
B. A FATHER SLEEPING. 1400208
C. A FATHER RIDING A BIKE. 1400208

****

THE STUDENT SHOWS A KNOWLEDGE OF THE TERMS *PRODUCING* AND *CONSUMING* BY IDENTIFYING A SPECIAL ACTIVITY AS TO WHETHER A PERSON IS PRODUCING, CONSUMING, OR BOTH. %14

[illegible] A PICTURE.	1400363
A. PRODUCING	1400363
B. CONSUMING	1400363
*C. BOTH PRODUCING AND CONSUMING	1400363
A GIRL EATING DINNER.	1400364
A. PRODUCING	1400364
*B. CONSUMING	1400364
C. BOTH PRODUCING AND CONSUMING	1400364
A MOTHER DUSTING	1400365
A. PRODUCING	1400365
B. CONSUMING	1400365
*C. BOTH PRODUCING AND CONSUMING	1400365
A FATHER DRINKING TEA.	1400366
A. PRODUCING	1400366
*B. CONSUMING	1400366
C. BOTH PRODUCING AND CONSUMING	1400366
A BOY MAILING A LETTER.	1400367
*A. PRODUCING	1400367
B. CONSUMING	1400367
C. BOTH PRODUCING AND CONSUMING	1400367
A FAMILY RIDING IN A CAR.	1400368
A. PRODUCING	1400368
*B. CONSUMING	1400368
C. BOTH PRODUCING AND CONSUMING	1400368
A FATHER EATING A HOT DOG.	1400369
A. PRODUCING	1400369
*B. CONSUMING	1400369
C. BOTH PRODUCING AND CONSUMING	1400369
A MAN BUILDING A BIRD HOUSE.	1400370
A. PRODUCING	1400370
B. CONSUMING	1400370
*C. BOTH PRODUCING AND CONSUMING	1400370
A BOY TAKING OUT TRASH.	1400371
*A. PRODUCING	1400371
B. CONSUMING	1400371
C. BOTH PRODUCING AND CONSUMING	1400371
A MOTHER BAKING COOKIES.	1400372
A. PRODUCING	1400372
B. CONSUMING	1400372
*C. BOTH PRODUCING AND CONSUMING	1400372
A FRIEND PLAYING BALL	1400373
A. PRODUCING	1400373
*B. CONSUMING	1400373
C. BOTH PRODUCING AND CONSUMING	1400373
A GIRL JUMPING ROPE	1400374
A. PRODUCING	1400374
*B. CONSUMING	1400374
C. BOTH PRODUCING AND CONSUMING	1400374

A MOTHER DRYING FISH. 1400375
A. PRODUCING 1400375
B. CONSUMING 1400375
*C. BOTH PRODUCING AND CONSUMING 1400375
A BOY MAKING A KITE. 1400376
A. PRODUCING 1400376
B. CONSUMING 1400376
*C. BOTH PRODUCING AND CONSUMING 1400376

****

THE STUDENT SHOWS A KNOWLEDGE OF THE TERMS *PRODUCER OF GOODS* AND *PRODUCER OF SERVICES* BY IDENTIFYING EACH EXAMPLE AS BEING A PRODUCER OF GOODS OR SERVICES. %8#

WHICH PERSON IS A PRODUCER OF SERVICES0 1400355
A. A MAN BUILDING A BOAT. 1400355
*B. A FATHER GIVING HIS BOY A HAIRCUT. 1400355
C. A GIRL DRAWING A PICTURE. 1400355

WHICH PERSON IS A PRODUCER OF GOODS0 1400356
A. A BOY MAILING A LETTER. 1400356
B. A MAN PUTTING OUT A FIRE. 1400356
*C. A MOTHER SEWING A DRESS. 1400356

WHICH PERSON IS A PRODUCER OF GOODS0 1400357
A. A TEACHER TELLING A STORY. 1400357
*B. A BOY BUILDING A MODEL. 1400357
C. A MOTHER WASHING THE DISHES. 1400357

WHICH PERSON IS A PRODUCER OF SERVICES0 1400358
*A. A CHILD DRYING THE DISHES. 1400358
B. A MAN MAKING A BIRDHOUSE. 1400358
C. A GIRL WRITING A STORY. 1400358

WHICH PERSON IS A PRODUCER OF GOODS0 1400359
A. A MOTHER WASHING CLOTHES. 1400359
*B. A MOTHER BAKING COOKIES. 1400359
C. A MOTHER SWEEPING THE FLOOR. 1400359

WHICH PERSON IS A PRODUCER OF GOODS0 1400360
A. A BOY FLYING A KITE. 1400360
B. A BOY DELIVERING PAPERS. 1400360
*C. A BOY MAKING A TREE HOUSE. 1400360

WHICH PERSON IS A PRODUCER OF SERVICES0 1400361
A. A BABY CRYING. 1400361
B. A BAKER MAKING BREAD. 1400361
*C. A MAN CUTTING THE GRASS. 1400361

WHICH PERSON IS A PRODUCER OF SERVICES0 1400362
*A. A FIREMAN PUTTING OUT A FIRE. 1400362
B. A MAN TALKING TO A FRIEND. 1400362
C. A WOMAN SHOPPING AT A STORE. 1400362

****

2. MAP READING

THE STUDENT IS ABLE TO RECALL CARDINAL DIRECTIONS. BY CHOOSING A. 0004

WHICH DIRECTION HE WOULD BE FACING, IF HE WERE STANDING IN THE SUN AT NOON, AND B. WHICH DIRECTIONS HE COULD POINT TO, IF HE WERE FACING NORTH. %5¤

IN WHICH DIRECTION DOES YOUR SHADOW POINT AT NOON IN THE UNITED STATES? 1300010
1300010
*A. NORTH 1300010
B. SOUTH 1300010
C. EAST 1300010
D. WEST 1300010

WHEN YOU FACE TOWARD THE NORTH, THE DIRECTION BEHIND YOU IS 1300011
*A. SOUTH. 1300011
B. EAST. 1300011
C. WEST. 1300011

HOW DOES THE SUN TELL DIRECTIONS IN THE NORTHERN HEMISPHERE? 1300012
A. IT TRAVELS AROUND THE EARTH. 1300012
*B. ITS SHADOWS AT NOONTIME POINT NORTH. 1300012
C. IT CAUSES THE FOUR SEASONS. 1300012

IF YOU ARE FACING NORTH AND RAISE YOUR RIGHT ARM OUT TO THE SIDE, 1300013
YOUR ARM WILL BE POINTING 1300013
A. SOUTH. 1300013
*B. EAST. 1300013
C. WEST. 1300013

IF YOU ARE FACING NORTH AND RAISE YOUR LEFT ARM OUT TO THE SIDE, 1300014
YOUR ARM WILL BE POINTING 1300014
*A. WEST. 1300014
B. EAST. 1300014
C. SOUTH. 1300014

****

THE STUDENT CAN DISTINGUISH AMONG THE CARDINAL DIRECTIONS NORTH, SOUTH, EAST, AND WEST BY IDENTIFYING THEM IN RELATION TO PLACES ON A PICTURE MAP, USING A DIRECTION FINDER AS A GUIDE. HE CAN ALSO DISTINGUISH AMONG THE DIRECTIONS NORTHEAST, SOUTHEAST, NORTHWEST AND SOUTHWEST IN THE SAME MANNER. %12¤ 0015

USING THE MAP, CHOOSE THE BEST ENDING FOR EACH SENTENCE.
CIRCLE THE LETTER NEXT TO YOUR ANSWER.

ONE PLAYGROUND IS ON 1300061
*A. THE NORTH SIDE OF PLAY ROAD. 1300061
B. THE SOUTH SIDE OF PLAY ROAD. 1300061
C. THE EAST SIDE OF PLAY ROAD. 1300061

CITY HALL IS 1300062
A. WEST OF PLAY ROAD. 1300062
B. WEST OF LAKE LANE. 1300062
*C. WEST OF PARK STREET. 1300062

THE NEWSPAPER BUILDING IS 1300063
A. WEST OF THE BANK. 1300063
*B. EAST OF PARK STREET. 1300063
C. EAST OF COLT LANE. 1300063

THE LIBRARY IS ON THE 1300064
*A. SOUTH SIDE OF LAKE LANE. 1300064

B. EAST SIDE OF LAKE LANE. 1300064
C. WEST SIDE OF LAKE LANE. 1300064

THE PARKING LOT IS 1300065
A. EAST OF PLAY ROAD. 1300065
B. SOUTH OF PARK STREET. 1300065
*C. WEST OF COLT LANE. 1300065

ONE PLAYGROUND IS 1300066
*A. NORTHEAST OF THE SCHOOL. 1300066
B. SOUTHEAST OF THE SCHOOL. 1300066
C. SOUTHWEST OF THE SCHOOL. 1300066

SOUTHEAST OF THE COURTHOUSE IS 1300067
A. THE CITY HALL. 1300067
B. THE PARKING LOT. 1300067
*C. THE BANK. 1300067

THE POLICE AND FIRE STATION IS 1300068
A. WEST OF PARK STREET. 1300068
*B. NORTH OF PARK STREET. 1300068
C. EAST OF PARK STREET. 1300068

ONE STORE IS ON THE 1300069
A. NORTH SIDE OF COLT LANE. 1300069
B. WEST SIDE OF PARK STREET. 1300069
*C. EAST SIDE OF PARK STREET. 1300069

THE POST OFFICE IS ON THE 1300070
*A. NORTH SIDE OF LAKE LANE. 1300070
B. SOUTH SIDE OF LAKE LANE. 1300070
C. WEST SIDE OF LAKE LANE. 1300070

THE OFFICE BUILDING IS ON THE 1300071
A. NORTH SIDE OF COLT LANE. 1300071
B. SOUTH SIDE OF COLT LANE. 1300071
*C. WEST SIDE OF COLT LANE. 1300071

THE POLICE AND FIRE STATION IS 1300072
A. NORTHEAST OF THE COURT HOUSE. 1300072
*B. NORTHWEST OF THE CITY HALL. 1300072
C. NORTHEAST OF THE BANK. 1300072

OUR WORKING WORLD--CITIES AT WORK
LAWRENCE SENESH--SRA
259 E. ERIE STREET, CHICAGO, ILLINOIS, 1967

****

THE STUDENT IS ABLE TO DISTINGUISH AMONG THE DIRECTIONS NORTH, SOUTH, EAST, AND WEST, BY IDENTIFYING THEM AS FOLLOWS--A. IN RELATION TO HIMSELF, B. IN RELATION TO PLACES AND OBJECTS, AND C. ON A MAP. %5□ 0030

READ EACH QUESTION. CIRCLE *THE LETTER* WHICH SHOWS THE *BEST*

WHEN YOU ARE LOOKING NORTH, WHAT DIRECTION IS BEHIND YOU? 1300215
A. EAST 1300215
*B. SOUTH 1300215
C. WEST 1300215

YOU CAN TELL WHICH DIRECTION IS NORTH ON A HIGHWAY MAP OF THE UNITED STATES. 1300216
A. BY LOOKING UP, OVER YOUR HEAD. 1300216
*B. BY USING THE MAP COMPASS. 1300216
C. BY FINDING TEXAS. 1300216
1300216

IF YOU ARE LOOKING NORTH, WHAT DIRECTION IS TO YOUR RIGHT? 1300217
*A. EAST 1300217
B. WEST 1300217
C. SOUTH 1300217

IF YOU ARE LOOKING NORTH, WHAT DIRECTION IS TO YOUR LEFT? 1300218
A. EAST 1300218
*B. WEST 1300218
C. SOUTH 1300218

IF YOU ARE LOOKING NORTH, WHAT DIRECTION IS BEHIND YOU? 1300219
A. EAST 1300219
B. WEST 1300219
*C. SOUTH 1300219

READ EACH QUESTION. CIRCLE *THE LETTER* WHICH SHOWS THE *BEST* ANSWER TO THE QUESTION. CHOOSE *ONE* ANSWER FOR EACH QUESTION.

USING THE ARROWS BELOW, ANSWER THE FOLLOWING QUESTIONS. %4¤

IF SOUTH IS BEHIND YOU, YOU ARE FACING 1300234
*A. NORTH. 1300234
B. EAST. 1300234
C. WEST. 1300234

IF WEST IS ON YOUR RIGHT, YOU ARE FACING 1300235
*A. SOUTH. 1300235
B. NORTH. 1300235
C. EAST. 1300235

IF NORTH IS ON YOUR LEFT YOU ARE FACING 1300236
*A. EAST. 1300236
B. EAST. 1300236
C. SOUTH. 1300236

IF WEST IS ON YOUR LEFT, YOU ARE FACING 1300237
A. SOUTH. 1300237
B. EAST. 1300237
*C. NORTH. 1300237

****

THE STUDENT WILL RECOGNIZE DIRECTIONS BY DETERMINING DIRECTIONS ON A PICTURE MAP, GIVEN THE SYMBOLS *N* FOR NORTH, *S* FOR SOUTH, *E* FAST, AND *W* FOR WEST. %6¤ 0006

USING THE MAP OF PLEASANTVILLE ZOO, ANSWER THE FOLLOWING QUESTIONS.

WHICH SIDE OF THE ZOO IS THE MONKEY ISLAND NEAR? 1300024
A. SOUTHSIDE 1300024
*B. EASTSIDE 1300024
C. NORTHSIDE 1300024

AFTER GETTING ICE CREAM AT THE SNACK BAR, YOU WANT TO VISIT THE 1300025

BIRD HOUSE. THE SHORTEST PATH WOULD BE 1300025
*A. TO THE WEST SIDE. 1300025
B. TO THE SOUTH SIDE. 1300025
C. TO THE NORTHWEST SIDE. 1300025

AFTER LOOKING AT THE BIRDS, WHAT DIRECTION WOULD YOU WALK TO LEAVE THE ZOOD 1300026
A. EAST 1300026
*B. SOUTH 1300026
C. SOUTHEAST 1300026

IS THE SNACK BAR NORTH OR SOUTH OF THE BIRD HOUSED 1300027
*A. NORTH 1300027
B. SOUTH 1300027

IN WHAT DIRECTION DO YOU GO FROM THE BIRD HOUSE TO THE MONKEY ISLANDO 1300028
A. SOUTH 1300028
B. NORTH 1300028
*C. EAST 1300028

WHAT IS THE BUILDING NORTH OF MONKEY ISLANDO 1300029
A. LION HOUSE 1300029
B. BIRD HOUSE 1300029
*C. SNACK BAR 1300029

****

THE STUDENT IS ABLE TO RECALL BODIES OF WATER BORDERING THE UNITED STATES BY INDICATING THE LOCATION AND DIRECTION OF THE BODIES OF WATER, WITHOUT USING A MAP. %4¬ 0011

THE BODY OF WATER NEAR THE WEST COAST OF THE UNITED STATES IS CALLED 1300048
A. THE GULF OF MEXICO. 1300048
B. THE ATLANTIC OCEAN. 1300048
*C. THE PACIFIC OCEAN. 1300048

THE BODY OF WATER NEAR THE EAST COAST OF THE UNITED STATES IS CALLED 1300049
A. THE PACIFIC OCEAN. 1300049
B. THE GREAT LAKES. 1300049
*C. THE ATLANTIC OCEAN. 1300049

THE GREAT LAKES ARE IN THE 1300050
*A. NORTHEAST PART OF THE UNITED STATES. 1300050
B. SOUTHEAST PART OF THE UNITED STATES. 1300050
C. NORTHWEST PART OF THE UNITED STATES. 1300050

THE PACIFIC OCEAN IS FOUND NEAR THE UNITED STATES 1300051
A. ON THE EAST COAST. 1300051
*B. ON THE WEST COAST. 1300051
C. ON THE SOUTH COAST. 1300051

****

GIVEN A SPECIFIC CHARACTERISTIC OF SHAPE, SIZE, OR LOCATION, THE STUDENT CAN RECALL CONTINENTS BY IDENTIFYING THE CONTINENTS DESCRIBED. %5¬ 0013

THE LARGEST CONTINENT ON EARTH IS 1300053

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  *A. ASIA.                                                          1300053
   B. AFRICA.                                                        1300053
   C. AUSTRALIA.                                                     1300053

THE CONTINENT WHICH IS AN ISLAND IS CALLED                           1300054
   A. SOUTH AMERICA.                                                 1300054
   B. AFRICA.                                                        1300054
  *C. AUSTRALIA.                                                     1300054

THE TWO CONTINENTS WHICH ARE PART OF ONE LARGE BODY OF LAND ARE      1300055
  *A. EUROPE - ASIA.                                                 1300055
   B. AFRICA - AUSTRALIA.                                            1300055
   C. NORTH AMERICA - CENTRAL AMERICA.                               1300055

THE CONTINENT NEAR THE SOUTH POLE IS CALLED                          1300056
  *A. ANTARCTICA.                                                    1300056
   B. AUSTRALIA.                                                     1300056
   C. AFRICA.                                                        1300056

ONE OF THE COUNTRIES IN THE CONTINENT OF NORTH AMERICA IS            1300057
   A. NEW MEXICO.                                                    1300057
   B. ALASKA.                                                        1300057
  *C. THE UNITED STATES.                                             1300057

**********************************************************************

THE STUDENT IS ABLE TO DISTINGUISH BETWEEN THE ADVANTAGES OF USING     0014
A MAP OR A GLOBE. BY SELECTING REASONS WHICH ILLUSTRATE WHY ONE
WOULD BE BETTER TO USE THAN THE OTHER. %3¤

GLOBES SHOW THE SHAPE OF THE EARTH BETTER THAN MAPS, BECAUSE         1300058
   A. GLOBES ARE LARGER THAN MAPS.                                   1300058
   B. GLOBES SPIN AROUND.                                            1300058
  *C. GLOBES ARE SHAPED LIKE A BALL.                                 1300058

MAPS ARE MORE HELPFUL THAN GLOBES IN                                 1300059
  *A. SHOWING USEFUL FACTS ABOUT OUR WORLD.                          1300059
   B. SHOWING PARTS OF OUR EARTH ON PAPER.                           1300059
   C. SHOWING WHAT CAUSES DAY AND NIGHT ON EARTH.                    1300059

A MAP IS A DRAWING OF A PLACE. A MAP CAN SHOW A LARGE PLACE OR A     1300060
SMALL PLACE. WHAT KIND OF MAP WOULD SHOW THE WHOLE EARTHO            1300060
  *A. GLOBE                                                          1300060
   B. FLOOR PLAN                                                     1300060
   C. STREET MAP                                                     1300060

**********************************************************************

4. PRINCIPLES OF GEOGRAPHY


THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE EARTH'S RELATIONSHIP  0003
TO THE SUN BY IDENTIFYING THE CAUSES OF DAY AND NIGHT. %2¤

AS THE EARTH SPINS, THE PART FACING THE SUN                          1300006
  *A. HAS DAYLIGHT.                                                  1300006
   B. HAS SUMMERTIME.                                                1300006
   C. HAS LONGER DAYS.                                               1300006

AS THE EARTH SPINS, THE PART AWAY FROM THE SUN                       1300007
  *A. HAS NIGHTTIME.                                                 1300007
```

B. HAS WINTERTIME. 1300006
C. HAS SHORTER DAYS. 1300007

****

THE STUDENT CAN IDENTIFY EQUIPMENT USED IN LARGE MODERN FARMING OPERATIONS BY SELECTING THEM FROM A GIVEN LIST. %1¤ 0032

CIRCLE THE LETTER WHICH ANSWERS THE QUESTION CORRECTLY. CHOOSE ONE ANSWER.

WHICH LIST OF THINGS IS NEEDED TO RUN A BIG FARM TODAY? 1300238
*A. TRACTOR, HAY BALER, TRUCK 1300238
B. RAKE, WHEEL BARREL, PITCH FORK 1300238
C. SHOVEL, HORSE, MILKING MACHINE 1300238

****

GIVEN SITUATIONS, THE STUDENT CAN APPLY KNOWLEDGE OF THE FAVORABLE CONDITIONS NECESSARY FOR THE FORMATION OF A SETTLEMENT, BY SELECTING WHICH LOCATIONAL FACTOR, %TOPOGRAPHY, LOCATION, CLIMATE OR NATURAL RESOURCES¤ COULD AID OR DETER GROWTH OF A SETTLEMENT. %2¤ 0026

READ EACH STORY. NEXT, READ THE QUESTIONS ABOUT THE STORY. CHOOSE ONE ANSWER FOR EACH QUESTION. CIRCLE THE LETTER NEXT TO YOUR ANSWER.

DR. EDWARDS WAS LEADING A GROUP OF TEN PEOPLE THROUGH A JUNGLE. 1300177
THEY WERE LOOKING FOR THE BEST LAND TO BUILD HUTS. THEY WANTED 1300177
TO START A HOSPITAL. 1300177
1300177

WHERE WOULD BE THE BEST SPOT FOR THE HOSPITAL? 1300177
A. ON A HILL 1300177
*B. NEAR A RIVER 1300177
C. IN THE SHADE 1300177
D. IN THE SUN 1300177

WHAT WOULD MAKE TRAVEL TO THE HOSPITAL VERY HARD? 1300178
A. CLIMATE OF THE JUNGLE 1300178
B. NATURAL RESOURCES IN THE JUNGLE 1300178
*C. TOPOGRAPHY OF THE JUNGLE 1300178
D. VALLEYS IN THE JUNGLE 1300178

****

THE STUDENT CAN COMPREHEND THE CAUSES FOR THE DIFFERENCES IN A PARTICULAR TERRAIN AMONG CULTURES HE HAS STUDIED BY IDENTIFYING A REASON WHY A PARTICULAR TERRAIN CANNOT BE USED FOR FARMING BY A PARTICULAR CULTURE %BUSHMAN AND ESKIMO¤. %2¤

THE BUSHMAN HAS TO SPEND ALL HIS TIME LOOKING FOR FOOD. WHY 1400215
DOESN'T HE RAISE PLANTS? 1400215
*A. THE BUSHMAN DOES NOT LIVE WHERE PLANTS WILL GROW. 1400215
B. THE BUSHMAN DOES NOT WANT TO EAT ANYTHING BUT MEAT. 1400215
C. THE BUSHMAN DOES NOT WANT TO RAISE PLANTS. 1400215

WHY DOESN'T THE ESKIMO RAISE PLANTS INSTEAD OF HUNTING FOR HIS FOOD? 1400216
1400216
A. IT IS TOO HOT TO RAISE PLANTS. 1400216
*B. IT IS TOO COLD TO RAISE PLANTS. 1400216
C. IT RAINS TOO MUCH TO RAISE PLANTS. 1400216

THE CHILD WILL DEMONSTRATE HIS KNOWLEDGE OF HIS OWN AND THE POLAR REGION SEASON CYCLE BY CORRECTLY SELECTING THE REGIONS DESCRIBED. %3¤ 0037

I AM GOING TO TELL YOU ABOUT SOMEONE. AFTER I AM FINISHED YOU TELL ME WHERE YOU THINK THIS PERSON LIVES. THIS BOY LIVES IN A HOUSE. IN THE SUMMER HE PLAYS OUT FROM EARLY MORNING UNTIL LATE IN THE EVENING. IN THE FALL, THE DAYS GET SHORTER AND BY WINTER IT IS DARK IN THE AFTERNOON. HOWEVER, IN SPRING THE DAYS GROW LONGER AGAIN AND HE CAN PLAY OUTSIDE FOR A LONG TIME AGAIN. WHERE DOES THIS BOY LIVE¤ 1300261
*A. ILLINOIS 1300261
B. NORTH POLE 1300261
C. GREENLAND 1300261

I AM GOING TO TELL YOU ABOUT A PLACE. WHEN I AM FINISHED, YOU SHOULD KNOW WHERE THIS PLACE IS. 1300262
EXPLORERS HAVE BEEN HERE AND KNOW THAT IT IS DARK FOR A LONG TIME. IT IS ALWAYS ICY AND COLD AND NO ONE HAS BEEN ABLE TO LIVE THERE FOR ANY LENGTH OF TIME. WHERE IS THIS PLACE¤ 1300262
A. NORTH POLE 1300262
B. AFRICA 1300262
*C. SOUTH POLE 1300262

I AM GOING TO TELL YOU ABOUT A PLACE. WHEN I AM FINISHED. YOU SHOULD KNOW WHERE THIS PLACE IS. 1300263
THERE ARE NO TREES, BUSHES, OR PLANTS HERE. THE NIGHTS LAST FOR A LONG TIME AND THE DAYS JUST HAPPEN IN THE WARM SEASON THAT IS VERY SHORT. PEOPLE LIVE HERE AND THEY LIVE BY HUNTING SEALS, FISH, BEAR AND CARIBOU. WHERE IS IT¤ 1300263
A. CANADA 1300263
*B. NORTH POLE AREA 1300263
C. SOUTH POLE 1300263

4. LIVING IN COMMUNITIES

THE STUDENT WILL RECOGNIZE THE DIFFERENCE BETWEEN URBAN AND RURAL COMMUNITIES BY CHOOSING FROM A LIST SOMETHING REPRESENTATIONAL OF AN URBAN COMMUNITY RATHER THAN A RURAL COMMUNITY. %1¤ 0002

WHICH ONE OF THESE THINGS WOULD YOU MORE LIKELY SEE IN THE CITY THAN THE COUNTRY¤ 1300005
*A. HEAVY TRAFFIC 1300005
B. TELEPHONE POLES 1300005
C. BILLBOARDS 1300005

THE STUDENT CAN DIFFERENTIATE BETWEEN THE CHARACTERISTICS OF A RURAL COMMUNITY AND AN URBAN COMMUNITY BY SELECTING HOW EACH COMMUNITY MEETS ITS NEEDS. %2¤ 0010

JOHNNY HALL LIVES IN AN APARTMENT BUILDING. ERIC LIVES ON A FARM. WHAT IS THE MOST IMPORTANT WAY IN WHICH JOHNNY'S NEIGHBORHOOD IS DIFFERENT THAN ERIC'S FARM COMMUNITY¤ 1300045

A. JOHNNY LIVES IN A CITY NEIGHBORHOOD. 1300045
*B. PEOPLE IN CITIES LIVE CLOSER TOGETHER. 1300045
C. WHERE ERIC LIVES, THERE AREN'T MANY BUILDINGS. 1300045

WHICH LIST SHOWS WHAT KINDS OF THINGS YOU FIND ON A FREIGHT TRAIN LEAVING A BIG CITY? 1300047 1300047 1300047 1300047 1300047
*A. TOOLS, CLOTHING, FURNITURE, COAL
B. MEAT, CORN, VETETABLES, WHEAT
C. COWS, MILK, LUMBER, CARS

****

THE STUDENT CAN IDENTIFY SOME OF THE CHARACTERISTICS OF RURAL AND URBAN COMMUNITIES, WHICH ARE DEPENDENT UPON SIZE AND DEPLOYMENT OF POPULATION. %1□ 0033

THE BROWNS LIVE IN A TOWN WITH 30 OTHER FAMILIES. WHY DO THE BROWNS KNOW ALL OF THEIR NEIGHBORS? 1300239 1300239 1300239 1300239 1300239
A. IN SMALL TOWNS, LOTS OF PEOPLE HAVE CARS.
*B. THE TOWN IS VERY SMALL.
C. THE TOWN IS CALLED FRIENDLYVILLE.

****

THE STUDENT CAN APPLY THE NEED FOR THE INTERDEPENDENCE OF MAN IN A RURAL COMMUNITY BY REALIZING HOW THE FARMER RELIES ON HIS COMMUNITY HELPERS, IN A GIVEN SITUATION. %1□ 0034

MR. PETERSON LIVES ON A FARM. HE GOES INTO TOWN TO SELL HIS CROPS, AND BUY WHAT HIS FAMILY NEEDS. HIS FAMILY NEEDS SOAP, COMBS, BANDAIDS, MEDICINE, AND TOOTHPASTE. WHAT STORE IS MR. PETERSON GOING TO VISIT? 1300240 1300240 1300240 1300240 1300240 1300240 1300240
A. SUPERMARKET
*B. DRUGSTORE
C. GROCERY STORE

****

THE CHILD WILL SHOW THAT HE UNDERSTANDS THAT LAWS REFLECT CULTURAL NEEDS BY SELECTING THE LAW THAT WOULD BE APPROPRIATE TO A SPECIFIC CULTURE'S NEED. %1□ 0047

THERE ARE THREE LAWS BELOW. WHICH LAW WOULD NOT BE IMPORTANT TO AN ESKIMO? 1300360 1300360 1300360 1300360 1300360
A. YOU MUST NOT STEAL ANOTHER MAN'S DOG.
B. YOU MUST NOT TAKE A SEAL FROM ANOTHER MAN'S SEAL HOLE.
*C. YOU MUST NOT DRIVE MORE THAN 35 MPH ON A CITY STREET.

****

A STUDENT CAN RECALL THE DIFFERENT SERVICES RENDERED BY THE DIFFERENT BUSINESS FIRMS WITHIN THE MAIN SHOPPING AND BUSINESS AREA OF A COMMUNITY, BY MATCHING THE STORE OR BUSINESS TO THE JOB IT DOES OR SERVICE IT RENDERS. %1□ 0050

MATCH THE STORE OR BUSINESS TO THE JOB IT DOES OR SERVICE IT GIVES. 1300401 1300401 1300401 1300401 1300401 1300401
A. HANDLES MAIL
B. SELLS FOOD
C. WORKS ON CARS
D. SELLS TOOLS

E. SELLS MEDICINE 1300401

GROCERY STORE *B 1300401

GASOLINE STATION *C 1300402

DRUG STORE *E 1300403

POST OFFICE *A 1300404

HARDWARE STORE *D 1300405

A. SELLS CLOTHING 1300406
B. SHOWS MOVIES 1300406
C. SERVES FOOD 1300406
D. MAKES BAKED GOODS 1300406
E. HANDLES MONEY 1300406

BANK *E 1300406

THEATER *B 1300407

BAKERY *D 1300408

DRESS SHOP *A 1300409

RESTAURANT *C 1300410

****

A STUDENT CAN RECALL THE DIFFERENT SERVICES RENDERED BY DIFFERENT BUSINESSES. BY CHOOSING IN WHICH STORE OR BUSINESS HE MAY GET WHAT IS NEEDED. %4 0051

FATHER HAS A FLAT TIRE. TO WHICH OF THE FOLLOWING MIGHT HE GO TO HAVE IT FIXED? 1300411
1300411
A. HARDWARE STORE 1300411
B. SHOE STORE 1300411
*C. GASOLINE STATION 1300411
D. BUS DEPOT 1300411
E. RAILROAD STATION 1300411

IT IS RAINING. YOUR FEET ARE GETTING WET. IN WHICH OF THE FOLLOWING STORES COULD YOU GET WHAT YOU NEED? 1300412
1300412
A. HARDWARE STORE 1300412
B. BAKERY 1300412
C. DRUG STORE 1300412
D. TOY STORE 1300412
*E. SHOE STORE 1300412

I WANT TO BUILD A HOUSE. IN WHICH OF THE FOLLOWING COULD I GET THE THINGS I NEED? 1300413
1300413
A. GASOLINE STATION 1300413
*B. HARDWARE STORE 1300413
C. GROCERY STORE 1300413
D. BAKERY 1300413
E. POST OFFICE 1300413

IF YOU ARE SICK, YOUR MOTHER WILL GET SOMETHING TO MAKE YOU WELL. IN WHICH OF THE FOLLOWING STORES CAN YOUR MOTHER GET WHAT YOU NEED? 1300414
1300414
1300414

A. CLOTHING STORE 130041
B. GROCERY STORE 130041
C. CANDY STORE 130041
*D. DRUG STORE 130041
E. BAKERY 130041

****

THE STUDENT CAN DIFFERENTIATE BETWEEN COMMUNITY HELPERS AND BUSINESSES THAT PROVIDE GOODS AND THOSE THAT PROVIDE SERVICES BY MATCHING GIVEN PEOPLE AND BUSINESSES TO EITHER FUNCTION, OR BOTH, IN A GIVEN LIST. %16□ 002

READ THE LIST BELOW. READ EACH QUESTION. THING WHAT EACH PERSON'S JOB OR BUSINESS *DOES* FOR THE COMMUNITY. YOU MAY USE THE SAME LETTER MORE THAN ONCE.

A. PEOPLE THAT PROVIDE *GOODS*. 130018
B. PEOPLE THAT PROVIDE *SERVICE*. 130018
C. PEOPLE THAT PROVIDE *BOTH*. 130018

A DRESSMAKER *C 130018

A CONSTRUCTION WORKER *A 130018

A CLOTHING MANUFACTURER *A 130018

A TEACHER *B 130018

A FIREMAN *B 130018

AN ARTIST *A 130018

A FARMER *C 130019

A MAILMAN *B 130019

A. BUSINESSES WHICH PROVIDE *GOODS*. 130019
B. BUSINESSES WHICH PROVIDE *SERVICES*. 130019
C. BUSINESSES WHICH PROVIDE *BOTH*. 130019

NEWSPAPER DELIVERY *B 130019

COOKIE FACTORY *A 130019

RESTAURANTS *B 130019

AUTOMOBILE FACTORY *A 130019

AIRLINES *B 130019

RENT-A-CAR AGENCY *B 130019

BAKERY *C 130019

SHOE FACTORY *A 130019

****

THE STUDENT SHOWS A KNOWLEDGE OF THE CONCEPT THAT SOME SPECIALISTS PRODUCE GOODS AND SOME PRODUCE SERVICES BY IDENTIFYING A

CONCEPT AS BEING A PRODUCER OF EITHER GOODS OR SERVICES. %10

TEACHER DIRECTIONS--ANSWER EACH QUESTION BELOW BY DRAWING A CIRCLE AROUND YES OR NO.

DOES A FIREMAN PRODUCE SERVICES? 1400319
*A. YES 1400319
B. NO 1400319

DOES A DOCTOR PRODUCE GOODS? 1400320
A. YES 1400320
*B. NO 1400320

DOES A TEACHER PRODUCE GOODS? 1400321
A. YES 1400321
*B. NO 1400321

DOES A MAILMAN PRODUCE SERVICES? 1400322
*A. YES 1400322
B. NO 1400322

DOES A PILOT PRODUCE GOODS? 1400323
A. YES 1400323
*B. NO 1400323

DOES A BAKER PRODUCE GOODS? 1400324
*A. YES 1400324
B. NO 1400324

DOES A NURSE PRODUCE GOODS? 1400325
A. YES 1400325
*B. NO 1400325

DOES A FARMER PRODUCE GOODS? 1400326
*A. YES 1400326
B. NO 1400326

DOES A TOY MAKER PRODUCE SERVICES? 1400327
A. YES 1400327
*B. NO 1400327

DOES A BARBER PRODUCE SERVICES? 1400328
*A. YES 1400328
B. NO 1400328

****

THE STUDENT CAN DISTINGUISH THE CAUSES AND RESULTS FOR THE FOLLOWING DEVELOPMENTS BY SELECTING THE CAUSE AND EFFECT FOR EACH GIVEN SITUATION. %8 0028

A. MOVEMENT TOWARD SUBURBAN LIVING
B. DEVELOPMENT OF RAILROAD TRANSPORTATION
C. DEVELOPMENT OF WATER TRANSPORTATION
D. DEVELOPMENT OF MANUFACTURING PROCESS IN CHICAGO

YOU WILL BE GIVEN A SENTENCE. READ THE SENTENCE CAREFULLY. IN THE FIRST QUESTION, YOU ARE TO CHOOSE *ONE CAUSE*. THE *CAUSE* WILL WILL TELL *WHY* THE GIVEN EVENT HAPPENED. IN THE SECOND QUESTION, YOU ARE TO CHOOSE *ONE RESULT*. THE *RESULT* SHOWS *WHAT HAPPENED* AFTER THE GIVEN EVENT TOOK PLACE.

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*GIVEN EVENT*--MORE PEOPLE ARE MOVING OUT OF LARGE CITIES TO LIVE      130020
               IN THE SUBURBS.                                         130020
                                                                       130020
*CAUSE*--IN THE SUBURBS.                                               130020
  A. THERE ARE MORE JOBS TO DO.                                        130020
  B. IT'S EASIER TO GO TO SCHOOL.                                      130020
 *C. IT'S LESS CROWDED AND MORE QUIET.                                 130020
  D. IT'S EASIER TO MAKE FRIENDS.                                      130020

*RESULT*--IN THE SUBURBS.                                              130020
  A. THERE ARE FEWER CAR ACCIDENTS.                                    130020
 *B. COST OF LAND FOR HOMES IS GOING UP.                               130020
  C. THERE IS MORE TIME TO PLAY.                                       130020
  D. THERE ARE MORE CLUBS TO JOIN.                                     130020

*GIVEN EVENT*--IN THE 1840'S, RAILROAD TRANSPORTATION BEGAN IN         130020
               MIDWEST.                                                130020
                                                                       130020
*CAUSE*--                                                              130020
  A. FARMERS SOLD THEIR CROPS IN THE CITY.                             130020
  B. TRAINS HAD DIFFERENT CARS FOR PRODUCTS.                           130020
 *C. CARGO COULD TRAVEL FASTER BY LAND THAN WATER.                     130020
  D. THE ILLINOIS-MICHIGAN CANAL WAS BUILT.                            130020

*RESULTS*--                                                            130020
  A. PEOPLE TRAVELED BY BOAT AND PLANE.                                130020
 *B. CHICAGO BECAME A RAILROAD CENTER.                                 130020
  C. GOOD ROADS WERE NOT NEEDED.                                       130020
  D. MC CORMICK BUILT A FACTORY IN CHICAGO.                            130020

*GIVEN EVENT*--IN THE 1820'S, WATER TRANSPORTATION BECAME VERY         130020
               IMPORTANT IN CHICAGO.                                   130020
                                                                       130020
*CAUSE*--                                                              130020
  A. GOODS TRAVELED FASTER BY BOAT THAN TRUCK.                         130020
  B. CHICAGO WAS AN IMPORTANT RAILROAD CENTER.                         130020
 *C. MANY PEOPLE WANTED TO SAIL.                                       130020
  D. THE ERIE CANAL WAS BUILT.                                         130020

*RESULT*--                                                             130020
  A. FORT DEARBORN WAS REBUILT.                                        130020
  B. PEOPLE WERE VERY FRIENDLY.                                        130020
  C. MORE CITIES TRADED GOODS.                                         130020
 *D. ILLINOIS BECAME A STATE.                                          130020

*GIVEN EVENT*--IN THE 1850'S, MANY FACTORIES WERE BUILT IN              130020
               CHICAGO.                                                130020
                                                                       130020
*CAUSE*--                                                              130020
 *A. BUSINESSMEN HAD MONEY TO PAY FOR LAND, MACHINES AND WORKERS.      130020
  B. MC CORMICK BUILT A REAPER FACTORY.                                130020
  C. THE POPULATION OF CHICAGO WAS TOO SMALL.                          130020
  D. THE FARMERS DIDN'T GROW ENOUGH CROPS.                             130020

*RESULT*--                                                             130020
  A. PEOPLE DIDN'T BUY NEW PRODUCTS.                                   130020
  B. MORE CHILDREN WENT TO SCHOOL.                                     130020
 *C. MORE GOODS WERE MADE IN LESS TIME.                                130020
  D. IT TOOK LONGER TO MAKE MORE GOODS.                                130020

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THE CHILD WILL DEMONSTRATE HIS RECOGNITION OF THE FUNDAMENTAL OR BASIC NEEDS OF PEOPLE BY SELECTING THEM IN GIVEN SITUATIONS. %4¤ 0036

PRETEND THAT YOU ARE GOING TO BE ONE OF THE ASTRONAUTS. WHICH OF THESE THINGS WOULD YOU BE ABLE TO LIVE WITHOUT¤ 1300245
A. WATER 1300245
B. FOOD 1300245
C. SPACE CAPSULE 1300245
D. AIR 1300245
*E. BOOK 1300245

YOU ARE GOING ON A TRIP ACROSS THE DESERT. YOU HAVE ONLY ONE CAMEL TO CARRY YOUR LOAD SO YOU CAN *ONLY* TAKE THE MOST IMPORTANT THINGS. WHICH OF THESE THINGS WOULD YOU LEAVE BEHIND¤ 1300246
A. WATER 1300246
*B. SWEATER 1300246
C. PROTECTIVE HAT 1300246
D. TENT 1300246
E. FOOD 1300246

YOU ARE GOING ON AN EXPEDITION TO THE NORTH POLE. YOU HAVE TO PACK CAREFULLY AS YOU WILL ONLY HAVE TWO DOGS AND ONE SLED TO CARRY WHAT YOU NEED. MARK THE THING THAT YOU COULD LIVE WITHOUT AFTER YOU GET TO THE POLE. 1300247
A. HEAVY COAT 1300247
*B. MONEY 1300247
C. BOOTS 1300247
D. FOOD 1300247
E. KNIFE 1300247

EVERYONE IN THE WORLD NEEDS CERTAIN THINGS IN ORDER TO LIVE. MARK THE THING PEOPLE COULD LIVE WITHOUT. 1300248
A. FOOD 1300248
*B. CAR 1300248
C. SHELTER 1300248
D. WATER 1300248

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO READ CHARTS OF ELECTION DATA BY SELECTING THE BEST RESPONSE IN GIVEN LISTS. %6¤ 0029

THREE MEN, A. B. AND C. WANTED TO BE MAYOR OF FRIENDLYVILLE. THE PEOPLE COULD CHOOSE ONLY *ONE* MAN. THEY VOTED IN AN ELECTION. LOOK AT THE *ELECTION RESULTS* BELOW. READ EACH QUESTION CAREFULLY. USE THE CHART OF *ELECTION RESULTS* TO ANSWER YOUR QUESTIONS.

	ELECTION RESULTS		
MEN FOR MAYOR	A	B	C
DISTRICT 1	400	100	200
DISTRICT 2	100	200	400
DISTRICT 3	300	200	200
DISTRICT 4	200	300	100

WHO WON THE ELECTION¤ 1300208
A. C 1300208
B. B 1300208
*C. A 1300208

```
WHICH DISTRICT VOTED MOSTLY FOR A0                                    1300209
 *A. DISTRICT 1                                                       1300209
  B. DISTRICT 3                                                       1300209
  C. DISTRICT 4                                                       1300209

HOW MANY VOTERS WANTED A, MORE THAN B0                                1300210
  A. 800                                                              1300210
  B. 200                                                              1300210
 *C. 1000                                                             1300210

HOW MANY VOTERS WANTED C, MORE THAN A0                                1300212
  A. 100                                                              1300212
 *B. 900                                                              1300212
  C. 1000                                                             1300212

WHICH DISTRICT VOTED MOSTLY FOR C0                                    1300213
 *A. DISTRICT 2                                                       1300213
  B. DISTRICT 1                                                       1300213
  C. DISTRICT 4                                                       1300213

WHICH DISTRICT VOTED MOSTLY FOR B0                                    1300214
  A. DISTRICT 3                                                       1300214
  B. DISTRICT 1                                                       1300214
 *C. DISTRICT 4                                                       1300214

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A STUDENT CAN DISTINGUISH A SPECIALIZED STORE FROM A GENERAL STORE        0052
%F. G. DEPARTMENT¤ BY IDENTIFYING ORGANIZATION AND MERCHANDISE IN
THEM. %10¤

ON A SHOPPING LIST, I HAVE THE FOLLOWING ITEMS--TABLE-DRESS-          1300416
DOLL-BOOK AND MOP. IN WHICH OF THE FOLLOWING STORES COULD I GET       1300416
THEM ALL0                                                             1300416
  A. SUPERMARKET                                                      1300416
  B. DRUG STORE                                                       1300416
 *C. DEPARTMENT STORE                                                 1300416
  D. FURNITURE STORE                                                  1300416
  F. HARDWARE STORE                                                   1300416

ON A SHOPPING LIST I HAVE THE FOLLOWING ITEMS--POTATOES-MILK-         1300417
EGGS-A CAN OF CORN AND SOAP. IN WHICH OF THE FOLLOWING STORES         1300417
COULD I GET THEM ALL0                                                 1300417
  A. DEPARTMENT STORE                                                 1300417
  B. FURNITURE STORE                                                  1300417
  C. HARDWARE STORE                                                   1300417
 *D. SUPERMARKET                                                      1300417

YOU ARE IN A DEPARTMENT STORE AND WANT TO FIND THE FOLLOWING          1300428
THINGS. MATCH THE ITEMS WITH WHERE YOU WOULD FIND THEM.               1300428
  A. DOLL FOR SISTER                                                  1300428
  B. SWEATER FOR FATHER                                               1300429
  C. BIB FOR BABY                                                     1300428
  D. STORY OF *THREE LITTLE PIGS*                                     1300428

BOOKS  *D                                                             1300428

MENS  *B                                                              1300429

TOYS  *A                                                              1300430
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INFANTS  *C                                                          1300431

  A. DESK FOR FATHER                                                 1300432
  B. DRESS FOR SISTER                                                1300432
  C. BASEBALL BAT                                                    1300432
  D. SHIRT FOR BROTHER                                               1300432

BOYS  *D                                                             1300432

FURNITURE  *A                                                        1300433

SPORTS  *C                                                           1300434

GIRLS  *B                                                            4300435

*************************************************************************

A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF HOW PRODUCTS ARE MADE      0053
BY SELECTING THE ORDER IN WHICH A PRODUCT BECOMES AVAILABLE TO HIM.
%3B

WHAT IS THE ORDER IN WHICH YOU GET MILK?                             1300436
  A. FARMER-COW-YOU-STORE                                            1300436
 *B. COW-FARMER-STORE-YOU                                            1300436
  C. YOU-FARMER-COW-STORE                                            1300436
  D. COW-STORE-YOU-FARMER                                            1300436
  E. STORE-COW-FARMER-YOU                                            1300436

WHAT IS THE ORDER IN WHICH YOU WOULD GET A DRESS?                    1300437
  A. STORE-COTTON-FACTORY-YOU                                        1300437
  B. FACTORY-COTTON-YOU-STORE                                        1300437
  C. COTTON-YOU-FACTORY-STORE                                        1300437
  D. YOU-COTTON-STORE-FACTORY                                        1300437
 *E. COTTON-FACTORY-STORE-YOU                                        1300437

WHAT IS THE ORDER IN WHICH YOU WOULD GET MEAT?                       1300438
  A. YOU-STORE-ANIMAL-FARMER                                         1300438
  B. ANIMAL-YOU-STORE-FARMER                                         1300438
  C. STORE-ANIMAL-FARMER-YOU                                         1300438
 *D. ANIMAL-FARMER-STORE-YOU                                         1300438
  E. FARMER-STORE-YOU-ANIMAL                                         1300438

*************************************************************************

THE STUDENT CAN INPERPRET A GIVEN SITUATION BY SELECTING A
RESULT OF THE APPLICATION OF THE PRINCIPLE *DIVISION OF LABOR*.%2%

TEACHER READS SITUATION ORALLY.

DICK'S FAMILY WANTED TO SEE A MOVIE THAT WOULD START IN AN HOUR,     1400293
BUT THEY HAD TO CLEAN THE KITCHEN FIRST. FATHER SAID, I KNOW         1400293
WHAT WE CAN DO. DICK WILL SCRAPE THE DISHES. MOTHER WILL WASH        1400293
AND JANE CAN DRY THE DISHES. I WILL SWEEP THE FLOOR. SOON THE        1400293
KITCHEN WAS CLEAN AND THEY WERE READY TO GO ON TIME.                 1400293
                                                                     1400293
BECAUSE THEY DIVIDED THE LABOR, THE FAMILY WAS ABLE TO               1400293
  A. DO DIFFERENT JOBS.                                              1400293
 *B. DO MORE WORK FASTER.                                            1400293
  C. HAVE FUN IN THE KITCHEN.                                        1400293
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THE PHONE RANG. IT WAS GRANDMOTHER. SHE SAID THEY WOULD BE 1400294
RIGHT OVER AND WOULD STAY FOR DINNER. MOTHER WAS WORRIED. 1400294
THERE WAS NO DESSERT AND THERE WAS NOT ENOUGH TIME TO MAKE 1400294
SOMETHING. SO MOTHER SENT JANE TO THE BAKERY FOR A CAKE. 1400294
1400294
BECAUSE OUR NEIGHBORHOOD DIVIDES THE LABOR, WE CAN 1400294
A. HAVE A GOOD TIME WHEN FRIENDS VISIT. 1400294
B. HAVE LOTS TO EAT AT DINNER. 1400294
*C. DEPEND ON OTHERS FOR GOODS WE NEED. 1400294

****

A STUDENT CAN RECALL THAT EACH MEMBER OF A COMMUNITY IS DEPENDENT 0055
UPON OTHERS FOR MOST OF THE GOODS AND SERVICES HE REQUIRES BY
SELECTING THE APPROPRIATE HELPER FOR GIVEN DUTIES. %4□

A WORKER GETS ALL THE GOODS AND SERVICES HE NEEDS FROM 1300451
*A. OTHER WORKERS. 1300451
B. HIS MOTHER. 1300451
C. HIMSELF. 1300451
D. WOMEN. 1300451
E. OTHER CHILDREN. 1300451

IF A POLICEMAN'S HOUSE WERE ON FIRE, HE WOULD NEED A TO 1300452
COME AND PUT IT OUT. 1300452
A. POSTMAN 1300452
*B. FIREMAN 1300452
C. GARBAGEMAN 1300452
D. MILKMAN 1300452
E. DOCTOR 1300452

IF A DENTIST WERE SICK, HE WOULD NEED A TO MAKE HIM 1300453
WELL. 1300453
A. POLICEMAN 1300453
B. FIREMAN 1300453
C. POSTMAN 1300453
*D. DOCTOR 1300453
E. LAWYER 1300453

IF A TEACHER HAD A TOOTHACHE, SHE WOULD NEED A TO FIX IT. 1300454
A. POSTMAN 1300454
B. DOCTOR 1300454
*C. DENTIST 1300454
D. FIREMAN 1300454
E. POLICEMAN 1300454

****

THE STUDENT CAN COMPREHEND THE NEED FOR INTERDEPENDENCE AND 0001
INTERACTION IN GROUPS BY SELECTING WAYS PEOPLE ARE DEPENDENT UPON
ONE ANOTHER. %1□

IF JIM AND TOM GOT LOST HIKING IN THE WOODS, THEY COULD FIND 1300002
THEIR WAY HOME FASTEST BY 1300002
A. JIM GOING ONE DIRECTION AND TOM GOING IN THE OTHER 1300002
DIRECTION. 1300002
*B. JIM AND TOM TALKING OVER THE BEST WAY TO GET HELP. 1300002
C. JIM WAITING IN THE WOODS, WHILE TOM TRIES TO FIND HIS WAY 1300002
OUT. 1300002

THE STUDENT COMPREHENDS THE CONCEPT OF ECONOMIC INTERDEPENDENCE BY IDENTIFYING A SAMPLE WHICH SHOWS WHEN PEOPLE SPECIALIZE, THEY BECOME MORE DEPENDENT ON OTHERS. %1□ 0007

IN ORDER FOR A FARMER TO SELL HIS CROPS, 1300037
A. PEOPLE MUST LIKE THE FARMER. 1300037
B. PEOPLE MUST HAVE LARGE KITCHENS. 1300037
*C. PEOPLE MUST NEED THE CROPS. 1300037

****

THE STUDENT COMPREHENDS THE INTERACTION OF URBAN AND RURAL COMMUNITIES BY IDENTIFYING HOW THEY DEPEND ON EACH OTHER. %2□ 0008

WHY IS THE FOOD MARKET NEEDED IN THE BIG CITY0 1300038
A. PEOPLE NEED A STORE TO BUY FOOD. 1300038
*B. THE CITY IS TOO CROWDED WITH PEOPLE AND BUILDINGS TO RAISE FOOD. 1300038 1300038
C. IT IS FASTER TO BUY FOOD, THAN TO GROW FOOD. 1300038

IN A CITY, THE FOOD SUPPLY COMES TO THE MARKETS 1300039
*A. FROM THE FARMER'S CROPS. 1300039
B. FROM THE FACTORIES. 1300039
C. FROM THE GROCERY STORES. 1300039

****

A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE ABOUT LIFE AND FUNCTIONS ON A RANCH BY SELECTING THE MAIN FACTS ABOUT IT. %8 □ 0060

A RANCH HAS A LOT OF GRASSLAND, BUT HAS VERY LITTLE 1300578
A. RANGE. 1300578
B. CATTLE. 1300578
C. WORK. 1300578
*D. RAIN. 1300578
E. LAND. 1300578

THE WORKERS OF A RANCH ARE CALLED 1300579
A. FARMERS. 1300579
*B. COWBOYS. 1300579
C. MILKMEN. 1300579
D. RANGERS. 1300579
E. ROPERS. 1300579

THE MAIN JOB ON A RANCH IS TAKING CARE OF 1300580
A. PIGS. 1300580
B. GOATS. 1300580
*C. CATTLE. 1300580
D. HORSES. 1300580
E. CHICKENS. 1300580

MOST WORKERS ON A RANCH USE FOR TRANSPORTATION. 1300581
A. TRAINS 1300581
B. BOATS 1300581
C. CARS 1300581
D. TRUCKS 1300581
*E. HORSES 1300581

THE AROUND THE RANGE MUST BE FIXED TO KEEP THE CATTLE 1300582

SAFE.
A. HOUSES 1300582
*B. FENCES 1300582
C. TREES 1300582
D. BUILDINGS 1300582
E. BARNS 1300582

CATTLE ARE BRANDED TO SHOW WHO THEM. 1300583
*A. OWNS 1300583
B. HAS 1300583
C. KEEPS 1300583
D. WANTS 1300583
E. NEEDS 1300583

CATTLE ARE USED FOR 1300584
A. MEAT AND BUTTER. 1300584
B. EGGS AND BUTTER. 1300584
*C. MEAT AND LEATHER. 1300584
D. MILK AND EGGS. 1300584
E. LEATHER AND BUTTER. 1300584

A RANCHER WILL GET THE CATTLE TO MARKET BY 1300585
A. CAR AND TRUCK. 1300585
B. BUS AND CAR. 1300585
C. CAR AND TRAIN. 1300585
*D. TRUCK AND TRAIN. 1300585
E. TRAIN AND BUS. 1300585

****

THE STUDENT DEMONSTRATES A KNOWLEDGE OF SOME THINGS THAT CHARACTERIZED PIONEER LIFE BY IDENTIFYING CHARACTERISTICS OF PIONEER LIFE. % 8¤

WHICH OF THE FOLLOWING FOODS WOULD YOU MOST LIKELY FIND IN A PIONEER HOME0 1400251
1400251
A. ORANGES 1400251
B. ICE CREAM 1400251
*C. POTATOES 1400251

WHICH OF THE FOLLOWING THINGS WOULD YOU FIND ON A PIONEER FARM0 1400252
A. A RADIO 1400252
B. A TRACTOR 1400252
*C. A WOODEN PLOW 1400252

WHICH OF THE FOLLOWING DID PIONEER FAMILIES NEED MOST0 1400253
A. MONEY 1400253
*B. FOOD 1400253
C. TRUCKS 1400253
WHICH OF THE FOLLOWING TOOLS DID A PIONEER MOTHER USE0 1400254
A. A VACUUM SWEEPER 1400254
*B. A SPINNING WHEEL 1400254
C. A SEWING MACHINE 1400254

WHICH OF THE FOLLOWING WAYS SHOW WHAT A PIONEER FAMILY DID TO HAVE FUN0 1400255
1400255
A. GO TO A MOVIE 1400255
*B. GO TO A SQUARE DANCE 1400255
C. GO TO A CIRCUS 1400255

WHICH OF THE FOLLOWING WAYS SHOW HOW PIONEER FAMILIES HELPED 1400256

```
EACH OTHER                                                          1400255
 *A. SHARING WORK                                                   1400256
  B. PAYING MONEY                                                   1400256
  C. LIVING FAR APART                                               1400256

WHICH OF THE FOLLOWING WOULD YOU ALWAYS FIND IN A PIONEER HOME?     1400257
  A. A PIANO                                                        1400257
 *B. A FIREPLACE                                                    1400257
  C. A STOVE                                                        1400257

WHICH OF THE FOLLOWING WOULD MOST PIONEER BOYS BE WHEN THEY         1400258
GREW UP?                                                            1400258
  A. A DOCTOR                                                       1400258
  B. A TEACHER                                                      1400258
 *C. A FARMER                                                       1400258

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THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF SOME DIFFERENCES IN
COMMUNITY ACTIVITIES IN PIONEER AND PRESENT DAY AMERICAN FAMILIES
BY IDENTIFYING A DESCRIPTION AS BEING EITHER CHARACTERISTIC OF
THE PIONEER COMMUNITY, THE AMERICAN COMMUNITY TODAY, OR OF BOTH
COMMUNITIES. %11%

TEACHER READS QUESTIONS ORALLY.

WHICH ACTIVITY IS AN EXAMPLE OF PIONEER LIFE?                       1400259
 *A. A WOMAN MAKING SOAP.                                           1400259
  B. A FATHER LOOKING AT TV.                                        1400259
  C. A GIRL TALKING ON THE TELEPHONE.                               1400259

WHICH ACTIVITY IS AN EXAMPLE OF AMERICAN LIFE TODAY?                1400260
  A. A WOMAN WEAVING WOOL.                                          1400260
 *B. A BOY GOING TO THE MOVIES.                                     1400260
  C. A BOY CUTTING LOGS.                                            1400260

WHICH ACTIVITY IS AN EXAMPLE OF BOTH PIONEER AND AMERICAN LIFE      1400261
TODAY?                                                              1400261
  A. A MOTHER MAKING CANDLES.                                       1400261
 *B. A FARMER PLOWING A FIELD.                                      1400261
  C. A BOY HELPING TO BUILD A LOG CABIN.                            1400261

WHICH ACTIVITY IS AN EXAMPLE OF BOTH PIONEER AND AMERICAN LIFE      1400262
TODAY?                                                              1400262
  A. A FATHER DRIVING A CAR TO WORK.                                1400262
  B. A MAN MAKING A WOODEN PLOW.                                    1400262
 *C. A MOTHER MAKING A DRESS.                                       1400262

WHICH ACTIVITY IS AN EXAMPLE OF AMERICAN LIFE TODAY?                1400263
  A. A TRAVELING SHOEMAKER FIXING A SHOE.                           1400263
 *B. A WOMAN WEARING A SHORT DRESS.                                 1400263
  C. A MAN MAKING A BIRCHBARK CANOE.                                1400263

WHICH ACTIVITY IS AN EXAMPLE OF PIONEER LIFE?                       1400264
 *A. A MOTHER MAKING CANDLES.                                       1400264
  B. A GIRL USING THE MIXER.                                        1400264
  C. A BOY MAKING TOAST.                                            1400264

WHICH ACTIVITY IS AN EXAMPLE OF BOTH AMERICAN AND PIONEER LIFE?     1400265
  A. A FATHER USING A POWER SAW.                                    1400265
 *B. A FAMILY PLANTING SEEDS.                                       1400265
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C. A GRANDMOTHER USING A SPINNING WHEEL. 1400265

WHICH ACTIVITY IS AN EXAMPLE OF PIONEER LIFE? 1400266
A. A FATHER CUTTING WHEAT BY HAND. 1400266
B. A GIRL PLAYING WITH A HULA-HOOP. 1400266
*C. A BOY CUTTING LOGS. 1400266

WHICH ACTIVITY IS AN EXAMPLE OF BOTH PIONEER AND AMERICAN LIFE TODAY? 1400267
1400267
*A. A MOTHER TELLING A BEDTIME STORY. 1400267
B. A GIRL MAKING BUTTER. 1400267
C. A MOTHER COOKING SOAP ON THE STOVE. 1400267

WHICH ACTIVITY IS AN EXAMPLE OF AMERICAN LIFE TODAY? 1400268
A. A GIRL SPINNING YARN. 1400268
*B. A BOY RIDING A BIKE. 1400268
C. A FATHER BUILDING A LOG CABIN. 1400268

WHICH ACTIVITY IS AN EXAMPLE OF PIONEER LIFE? 1400269
A. A GIRL RIDING A BUS. 1400269
*B. A FAMILY GOING TO A BARN RAISING. 1400269
C. A FAMILY TAKING A TRAIN RIDE. 1400269

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THE STUDENT SHOWS HIS KNOWLEDGE OF THE WAYS LIFE OF THE PIONEER FAMILY IS LIKE OUR FAMILY TODAY BY SELECTING THE SENTENCE THAT SHOWS WAYS BOTH FAMILIES ARE ALIKE. %4¤

TEACHER DIRECTIONS--ORAL. OUR FAMILIES TODAY ARE LIKE PIONEER FAMILIES OF LONG AGO IN SOME WAYS.

WHICH SENTENCE SHOWS WAYS BOTH PIONEER AND AMERICAN FAMILIES TODAY ARE *ALIKE*? 1400275
1400275
*A. SOME FAMILIES ARE SMALL. 1400275
B. FAMILIES BUY MOST OF THEIR FOOD AT THE STORE. 1400275
C. FAMILIES GO PLACES IN CARS. 1400275

WHICH SENTENCE SHOWS WAYS BOTH PIONEER AND AMERICAN FAMILIES TODAY ARE *ALIKE*? 1400276
1400276
A. FAMILIES GO TO THE LIBRARY. 1400276
B. FAMILIES MAKE THEIR SHOES. 1400276
*C. FAMILIES NEED HOUSES. 1400276

WHICH SENTENCE SHOWS WAYS BOTH PIONEER AND AMERICAN FAMILIES ARE *ALIKE*? 1400277
1400277
A. FAMILIES GO ON TRIPS BY JET. 1400277
*B. FAMILIES HELP EACH OTHER. 1400277
C. FAMILIES PAY FOR THINGS WITH MONEY. 1400277

WHICH SENTENCE SHOWS WAYS BOTH PIONEER AND AMERICAN FAMILIES ARE *ALIKE*? 1400278
1400278
A. FAMILIES GO TO MOVIES. 1400278
B. FAMILIES GO TO DRIVE-INS TO EAT. 1400278
*C. FATHERS GO HUNTING. 1400278

****

A. CHICAGO

THE STUDENT IS ABLE TO DISTINGUISH AMONG THE IMPORTANT HISTORICAL EVENTS WHICH LED TO CHICAGO'S GROWTH AND DEVELOPMENT BY SELECTING EVENTS WHICH PRECEDED OR FOLLOWED A GIVEN EVENT. %2¤ 0017

READ EACH QUESTION CAREFULLY. CHOOSE *THE* LETTER NEXT TO THE CORRECT ANSWER.

IN 1804, JOHN KINZIE BEGAN A TRADING POST IN CHICAGO. WHAT HAPPENED NEXT, THAT BROUGHT MANY SETTLERS TO CHICAGOO
A. FORT DEARBORN WAS BUILT FOR THE FIRST TIME.
B. FORT DEARBORN WAS BURNED DOWN.
*C. FORT DEARBORN WAS BUILT FOR THE SECOND TIME.

IN THE 1800'S, NEW YORK SETTLERS BEGAN MOVING TO CHICAGO. THEY WANTED TO LIVE ON FARMS. THESE SETTLERS STARTED TRAVELING TO CHICAGO AFTER
*A. THE ERIE CANAL WAS BUILT.
B. THE ILLINOIS-MICHIGAN CANAL WAS BUILT.
C. THE CHICAGO RAILROAD WAS BUILT.

****

THE STUDENT IS ABLE TO DISTINGUISH AMONG THE IMPORTANT HISTORICAL EVENTS WHICH LED TO CHICAGO'S GROWTH AND DEVELOPMENT BY CORRELATING IMPORTANT EVENTS WITH PARTICULAR PEOPLE. %3¤ 0018

CHOOSE THE CORRECT ENDING FOR EACH SENTENCE. CIRCLE *THE* LETTER NEXT TO YOUR ANSWER.

THE PERSON WHO STARTED THE SETTLEMENT OF CHICAGO, WAS
A. MC CORMICK.
B. JOHN KINZIE.
*C. DU SABLE.

THE PERSON WHO BUILT A MACHINE THAT CUT FARM CROPS FASTER THAN A FARMER COULD DO BY HAND, WAS
A. DU SABLE.
*B. MC CORMICK.
C. HUDSON.

MC CORMICK HELPED CHICAGO'S TRADE BECOME LARGER BY
*A. BUILDING A REAPER FACTORY.
B. BUILDING THE ERIE CANAL.
C. BUILDING THE FIRST RAILROAD.

****

B. ESKIMO VILLAGE

THE STUDENT WILL SHOW HIS ABILITY TO IDENTIFY WEAPONS, TOOLS, AND METHODS ESKIMOS USE TO HUNT FOOD BY SELECTING THEM IN GIVEN SITUATIONS. %3¤ 0038

ASHGAK WAS HUNTING CARIBOU. HE WAITED QUIETLY UNTIL THE HERD LEFT THE LAND AND STARTED SWIMMING ACROSS THE WATER. HOW DID HE KILL HIS CARIBOUO
A. HE STOOD ON THE BANK AND SHOT THE CARIBOU.
*B. HE SAT IN HIS KAYAK AND SPEARED THE CARIBOU.
C. HE PADDLED HIS KAYAK NEAR A CARIBOU AND LASSOED IT.

WHEN ACHGAK HUNTS FOR SEALS, HE NEEDS THIS WEAPON. 1300286
*A. HARPOON 1300286
B. BOW AND ARROW 1300286
C. FISHING LURE 1300286

IF YOU ARE IN A KAYAK AND YOU SEE A SCHOOL OF FISH, WHAT WOULD YOU DO TO GET NEAR THEMO 1300287
A. FLOAT OVER TO WHERE THEY ARE. 1300287
B. PUT YOUR SAIL UP AND SAIL OVER. 1300287
*C. PADDLE QUIETLY NEAR THEM. 1300287

****

THE CHILD SHOWS KNOWLEDGE OF THE WAY THE ENTIRE SEAL IS USED IN ESKIMO COMMUNITY BY SELECTING THE APPROPRIATE USES FOR THE DIFFERENT PARTS OF THE SEAL'S BODY. %5□ 0039

ISHKAK CAUGHT A SEAL. HIS FAMILY DID MANY THINGS WITH IT. WHAT DID THEY DO WITH THE INSIDEO 1300292
A. MADE KAYAKS FROM IT 1300292
*B. USED IT FOR EATING 1300292
C. GAVE IT TO THE DOGS 1300292

WHAT PART OF THE SEAL IS USED IN LAMPS BY THE ESKIMOSO 1300293
*A. BLUBBER 1300293
B. BONES 1300293
C. MEAT 1300293

IF YOU WENT TO A TRADING POST IN THE POLAR REGION, MOST OF THE ESKIMOS USE SOMETHING INSTEAD OF MONEY. WHAT DO THEY USEO 1300296
*A. SEAL SKINS 1300296
B. FISH 1300296
C. VEGETABLES 1300296

WHAT DOES THE ESKIMO USE TO MAKE HIS WINTER BOOTSO 1300314
A. CARIBOU SKIN 1300314
*B. SEALSKIN 1300314
C. ELKSKIN 1300314

WHAT ANIMAL PROVIDES THE MATERIAL FOR THE ESKIMOS' SUMMER HOMEO 1300324
*A. SEAL SKIN 1300324
B. CARIBOU 1300324
C. WHALE 1300324

****

THE CHILD WILL DEMONSTRATE HIS UNDERSTANDING OF SOME IMPORTANT USES OF CARIBOU IN ESKIMO LIFE BY SELECTING APPROPRIATE EXAMPLES. %4□ 0040

THE CARIBOU HAS VERY WARM FUR WHICH THE ESKIMO USES FOR 1300297
*A. WINTER CLOTHING. 1300297
B. KAYAKS. 1300297
C. TENTS. 1300297

THE HARPOON IS MADE BY USING THE BONES OF 1300298
A. ELK. 1300298
*B. CARIBOU. 1300298
C. SEAL. 1300298

WHAT ANIMAL GIVES THE ESKIMO MOST OF HIS WINTER CLOTHINGO 1300315
*A. CARIBOU 1300315

```
   B. SEAL                                                                  1300313
   C. WHALE                                                                 1300314

IF YOU WERE AN ESKIMO MAKING A HOME FOR THE SUMMER AND HAD TO               1300325
FOLLOW THE CARIBOU AS THEY MOVE SOUTH. WHICH HOME WOULD YOU                 1300325
BUILDO                                                                      1300325
   A. AN IGLOO                                                              1300325
  *B. A TENT                                                                1300325
   C. A TREE HUT                                                            1300325

*****************************************************************************

THE CHILD WILL SHOW HIS KNOWLEDGE OF THE TOOLS USED BY ESKIMOS BY            0041
CORRECTLY IDENTIFYING THEM IN GIVEN SITUATIONS. %7□

WHICH TOOL DOES AN ESKIMO USE TO KILL A CARIBOUO                            1300301
   A. GUN                                                                   1300301
  *B. SPEAR                                                                 1300301
   C. HARPOON                                                               1300301

THIS TOOL HAS THREE PARTS. IT IS ALMOST 6 FEET LONG. THE ESKIMO             1300302
USES IT TO KILL SEALS. IT IS                                                1300302
  *A. A HARPOON.                                                            1300302
   B. A KAYAK.                                                              1300302
   C. A FISHING LURE.                                                       1300302

THE ESKIMO TRADED FURS TO GET THIS TOOL. HE WOULD ALSO HAVE TO              1300303
TRADE FURS TO GET AMMUNITION. WHICH TOOL IS ITO                             1300303
   A. AXE                                                                   1300303
   B. SHOVEL                                                                1300303
  *C. GUN                                                                   1300303

IGLOOS ARE MADE OF ICE BLOCKS. WHICH TOOL DOES THE ESKIMO USE               1300304
TO CUT THE BLOCKSO                                                          1300304
  *A. SNOWKNIFE                                                             1300304
   B. SAW                                                                   1300304
   C. SCISSORS                                                              1300304

IF YOU WERE GOING OUT TO HUNT SEAL. WHAT SMALL TOOL WOULD YOU               1300305
TAKE ALONG TO SEW RIPS IN YOUR CLOTHESO                                     1300305
   A. SEWING MACHINE                                                        1300305
  *B. NEEDLE                                                                1300305
   C. PATCHES                                                               1300305

THIS IS VERY LIGHT. IT IS WATERPROOF. THE ESKIMOS USE IT TO                 1300306
TRAVEL ON WATER IN THE LIGHT SEASON. WHAT IS ITO                            1300306
   A. SLED                                                                  1300306
   B. TENT                                                                  1300306
  *C. KAYAK                                                                 1300306

WHICH TOOL HAS BEEN USED TO HUNT AND CATCH ANIMALS BY PEOPLE FOR            1300307
HUNDREDS OF YEARSO                                                          1300307
  *A. BOW AND ARROW                                                         1300307
   B. PISTOL                                                                1300307
   C. RIFLE                                                                 1300307

*****************************************************************************

THE CHILD WILL SHOW HIS UNDERSTANDING OF THE VARIOUS RESPONSIBILITIES        0045
OF THE MEMBERS OF AN ESKIMO FAMILY BY SELECTING THE TRAINING NEEDED
FOR THESE POSITIONS. %4□
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IF YOU WERE A BOY GROWING UP IN AN ESKIMO FAMILY, WHAT WOULD YOU HAVE TO LEARN TO DO? 1300340
*A. CATCH SEALS 1300340
B. CHOP TREES 1300340
C. SEW CARIBOU SKINS 1300340

WHICH OF THESE THINGS WOULD BE NECESSARY TO TEACH AN ESKIMO BOY? 1300341
A. HOW TO TAKE WRITTEN TEST 1300341
B. HOW TO RIDE A BICYCLE 1300341
*C. HOW TO BUILD A GOOD IGLOO 1300341

WHICH OF THESE THINGS WOULD BE NECESSARY TO TEACH AN ESKIMO GIRL? 1300342
A. HOW TO BAKE CAKES 1300342
*B. HOW TO SEW SKINS 1300342
C. HOW TO MAKE A BED 1300342

WHO TAKES CARE OF HUNTING FOR AN ESKIMO FAMILY IF THE FATHER IS SICK? 1300343
A. THE MOTHER 1300343
*B. THE WINTER CAMP MEMBERS 1300343
C. THE FATHER'S BUSINESS 1300343

****

THE CHILD WILL DEMONSTRATE HIS KNOWLEDGE OF THE TYPICAL ESKIMO'S ENVIRONMENTS BY SELECTING FACTORS IN OUR ENVIRONMENT TO WHICH AN ESKIMO WOULD NEED TO ADJUST. %3□

IF YOU BROUGHT AN ESKIMO CHILD DOWN TO LIVE AT YOUR HOUSE, WHAT WOULD YOU HAVE TO TEACH HIM RIGHT AWAY BEFORE HE WENT OUTSIDE? 1300395
*A. TO WATCH OUT FOR CARS AND BICYCLES 1300395
B. HOW TO SLEEP IN A BED 1300395
C. HOW TO PLAY WITH TOYS 1300395

IF AN ESKIMO FAMILY DECIDED TO MOVE FROM THE NORTH POLE TO WHERE YOU LIVE, WHAT THINGS COULD HE BRING ALONG THAT WOULD HELP HIM LIVE HERE? 1300396
A. IGLOO 1300396
B. HARPOON 1300396
*C. PARKAS AND BOOTS 1300396

WHICH WOULD BE THE MOST DIFFICULT FOR AN ESKIMO TO GET USED TO IF HE MOVED TO FLORIDA? 1300397
A. THE TRIP 1300397
*B. THE WARM WEATHER 1300397
C. THE PEOPLE 1300397

****

5. TRANSPORTATION AND COMMUNICATION

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RELATIVE SPEED OF DIFFERENT FORMS OF TRANSPORTATION BY SELECTING THE FASTEST METHOD IN A GIVEN SELECTION. %6□ 0021

IN EACH LIST. CHOOSE THE *FASTEST* KIND OF TRANSPORTATION. CIRCLE THE LETTER NEXT TO THE CORRECT ANSWER.

A. CAR	130011*
B. TRAIN	130011.
*C. AIRPLANE	1300111
D. HELICOPTER	1300111
A. ROLLER SKATES	1300112
*B. BICYCLE	1300112
C. SCOOTER	1300112
D. WAGON	1300112
*A. HORSE	1300114
B. MULE	1300114
C. HORSE AND BUGGY	1300114
D. COVERED-WAGON	1300114
A. BICYCLE	1300116
*B. MOTORCYCLE	1300116
C. SNOWMOBILE	1300116
D. TRACTOR	1300116
A. CANOE	1300119
*B. SAILBOAT	1300119
C. RAFT	1300119
D. ROWBOAT	1300119
*A. SPACE SHIP	1300120
B. JET PLANE	130012
C. RACING CAR	1300120
D. SPEED BOAT	1300120

****

A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF HOW MAIL WAS CARRIED 100 YEARS AGO BY CORRECTLY IDENTIFYING IMPORTANT FEATURES OF IT. %7□ 0057

ONE HUNDRED YEARS AGO MAIL WAS SENT BY ALL OF THE FOLLOWING BUT	1300499
A. HORSEBACK.	1300499
*B. MAIL TRUCKS.	1300499
C. TRAIN.	1300499
D. BOAT.	1300499
E. STAGECOACH.	1300499
IN THE WEST. MEN CARRIED MAIL ON FAST HORSES. THIS WAY OF CARRYING MAIL WAS CALLED THE	1300500 1300500
A. FAST HORSE MAIL.	1300500
B. STAGE COACH EXPRESS.	1300500
*C. PONY EXPRESS.	1300500
D. SPEEDY PONY MAIL.	1300500
THE MEN WHO CARRIED MAIL ON HORSES HAD TO BE STRONG AND BRAVE BECAUSE	1300501 1300501
A. THE MAIL WAS HEAVY AND HARD TO CARRY.	1300501
B. THEY WERE AFRAID OF THE DARK.	1300501
C. THE HORSES WERE NOT STRONG.	1300501
*D. THE RIDE WAS LONG AND THERE WERE INDIANS.	1300501

PONY EXPRESS RIDERS USED FOUR OR FIVE HORSES A DAY BECAUSE 1300501
*A. THE HORSES GOT TIRED. 1300502
B. THE HORSES DIDN'T LIKE THE WORK. 1300502
C. THE HORSES WERE SMALL. 1300502
D. THE HORSES WERE HUNGRY. 1300502

A PONY EXPRESS RIDER GOT FRESH HORSES AT PLACES CALLED 1300503
A. RAILROAD STATIONS. 1300503
B. BARNS. 1300503
*C. WAY STATIONS. 1300503
D. REST AREAS. 1300503

THE PONY EXPRESS WAS USED TO CARRY MAIL TO THE WEST 100 YEARS AGO BECAUSE 1300504
A. THEY WERE IN NO HURRY. 1300504
*B. IT WAS THE FASTEST WAY. 1300504
C. THEY LIKED TO RIDE HORSES. 1300504
D. TRAINS WERE TOO SLOW. 1300504

WHY DID THE PONY EXPRESS STOP DELIVERING MAIL? 1300505
A. THEY DIDN'T HAVE MANY HORSES. 1300505
B. THE RIDERS GOT TIRED AND WOULDN'T WORK. 1300505
*C. THEY FOUND A FASTER AND BETTER WAY. 1300505
D. THEY DIDN'T HAVE MANY RIDERS. 1300505

****

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF VARIOUS KINDS OF COMMUNICATION USED IN THE PAST, BY COMPARING AND CONTRASTING THEM WITH THOSE USED TODAY. %10□ 0058

IN THE FOLLOWING USE--
A. IF IT TELLS HOW NEWS WAS SENT 100 YEARS AGO.
B. IF IT TELLS HOW NEWS IS SENT TODAY.
C. IF IT TELLS HOW NEWS WAS SENT 100 YEARS AGO AND IS TODAY.

A MAN IN A MAIL TRUCK TOOK THE LETTERS FROM THE MAILBOX. *B 1300506

SHE READ THE STORY IN THE NEWSPAPER. *C 1300507

THE RIDER PUT THE MAILBAG ON HIS HORSE. *A 1300508

MIKE AND HIS MOTHER TALKED ON THE TELEPHONE. *B 1300509

FATHER TURNED ON THE TELEVISION TO HEAR THE NEWS. *B 1300510

THE SMOKE SIGNAL COULD BE SEEN FOR MILES AROUND. *A 1300511

THE LETTER CROSSED THE OCEAN BY BOAT. *C 1300512

THE STAGECOACH WAS LATE IN BRINGING THE MAIL. *A 1300513

THE MAN TOOK THE MAILBAGS OFF THE TRAIN. *C 1300514

THE MAN ON THE RADIO SAID IT WOULD RAIN. *B 1300515

****

A STUDENT CAN RECALL THAT MAN HAS CONTINUED TO FIND WAYS TO IMPROVE MEANS OF TRANSPORTATION BY CORRECTLY CATEGORIZING THE DIFFERENT MEANS. %10□ 0059

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BEFORE AUTOMOBILES WERE MADE, PEOPLE TRAVELED BY                    1300530
  A. BUS AND SUBWAY.                                                1300530
 *B. HORSE AND BUGGY.                                               1300530
  C. AIRPLANES.                                                     1300530
  D. CAR AND TRUCK.                                                 1300530
  E. ROCKETS AND SPACESHIPS.                                        1300530

WHEN AUTOMOBILES WERE MADE, THEY WERE CALLED A HORSELESS BUGGY.     1300531
TODAY WE CALL THEM                                                  1300531
  A. BUSES.                                                         1300531
  B. AIRPLANES.                                                     1300531
  C. TRUCKS.                                                        1300531
 *D. CARS.                                                          1300531
  E. ROCKETS.                                                       1300531

THE FIRST AUTOMOBILES WERE BETTER THAN A HORSE AND BUGGY BECAUSE    1300532
 *A. THEY COULD GO FASTER AND FARTHER.                              1300532
  B. THEY HAD TWO HORSES.                                           1300532
  C. THEY WERE SHINY AND NEW.                                       1300532
  D. THEY COST MORE TO BUY.                                         1300532
  E. MORE PEOPLE COULD SIT IN THEM.                                 1300532

CHANGES WERE MADE IN THE CAR SO IT COULD CARRY GOODS. IT WAS THEN   1300533
CALLED A                                                            1300533
  A. BUS.                                                           1300533
  B. SUBWAY.                                                        1300533
 *C. TRUCK.                                                         1300533
  D. PLANE.                                                         1300533
  E. BUGGY.                                                         1300533

WHAT HAPPENED WHEN PEOPLE DISCOVERED THAT THEY COULD USE A TRUCK    1300534
TO MOVE GOODS0                                                      1300534
  A. PEOPLE STOPPED MOVING GOODS.                                   1300534
 *B. MORE AND MORE GOODS WERE MOVED.                                1300534
  C. PEOPLE NO LONGER USED CARS.                                    1300534
  D. THEY DIDN'T LIKE IT.                                           1300534

WHAT MOVES GOODS ALONG METAL TRACKS0                                1300536
  A. CARS                                                           1300536
  B. TRUCKS                                                         1300536
  C. BOATS                                                          1300536
 *D. TRAINS                                                         1300536
  E. AIRPLANES                                                      1300536

WHICH OF THE FOLLOWING *DOES NOT* USE A ROAD OR TRACK TO MOVE       1300537
GOODS0                                                              1300537
 *A. BOAT                                                           1300537
  B. CAR                                                            1300537
  C. TRUCK                                                          1300537
  D. TRAIN                                                          1300537

WHAT MOVES GOODS BY AIR0                                            1300538
  A. BOAT                                                           1300538
  B. TRUCK                                                          1300538
  C. CAR                                                            1300538
  D. TRAIN                                                          1300538
 *E. PLANE                                                          1300538

WHAT IS THE FASTEST WAY TO MOVE GOODS0                              1300539
  A. BOAT                                                           1300539
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   B. CAR                                                              1300539
  *C. PLANE                                                            1300539
   D. TRUCK                                                            1300539
   E. TRAIN                                                            1300539

HOW DO MOST PEOPLE IN OUR COUNTRY TRAVEL?                              1300540
   A. TRUCK                                                            1300540
   B. TRAIN                                                            1300540
   C. PLANE                                                            1300540
  *D. CAR                                                              1300540
   E. BOAT                                                             1300540

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6. SAFETY RULES


A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FIRE SAFETY RULES BY        0056
APPLYING THEM TO GIVEN SITUATIONS. %3□

IF YOU SAW A PICTURE OF A FIRE AND UNDER THE PICTURE WERE THE           1300460
WORDS *DON'T RUN-ROLL*, WHAT IN THE PICTURE WOULD BE ON FIRE?           1300460
   A. HOUSE                                                            1300460
   B. STORE                                                            1300460
  *C. MAN                                                              1300460
   D. MATCH                                                            1300460
   E. CAR                                                              1300460

WHY IS *DON'T FAN IT-SMOTHER IT* A GOOD THING TO REMEMBER ABOUT         1300461
FIRES?                                                                 1300461
   A. A FIRE IS HOT, SO FAN IT.                                        1300461
  *B. A FIRE WILL GO OUT IF YOU SMOTHER IT.                            1300461
   C. A FIRE WILL GO OUT IF YOU MAKE IT COOL.                          1300461
   D. IF YOU SMOTHER A FIRE, IT WILL BURN.                             1300461
   E. A FIRE WILL GO OUT IF YOU MAKE IT WARM.                          1300461

IF YOU WERE AT A FIRE AND WANTED TO HELP THE FIREMEN, YOU WOULD         1300462
   A. HOLD THE LADDER.                                                 1300462
   B. CARRY THE HOSES.                                                 1300462
   C. GET HIS HAT.                                                     1300462
  *D. STAY OUT OF HIS WAY.                                             1300462
   E. RIDE THE FIRE TRUCK.                                             1300462

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